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ABSTRACT

The unique position of community colleges in the community service structure is described in this guide, and numerous examples of how pioneering colleges are finding their way into the aging field are provided. The chapters of the guide are as follows: 1. Aging as a Priority for Community Colleges; 2. Manpower for the Field of Aging: Status of Training Programs in Community Colleges; 3. Manpower for the Field of Aging: Expanding and Improving Programs; 4. Centers for Senior Citizens; 5. Organizing Community Resources; 6. Meeting the Challenge; 7. Appendices (13). (DB)

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Older Americans and Community Colleges: A Guide for Program Implementation

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FOREWORD

"Every community college in the nation should find an opportunity to contribute to an improvement of conditions of life experienced by older persons." This sentence, from the opening chapter of *Older Americans and Community Colleges: A Guide for Program Implementation*, sets a challenge for the 1100 community and junior colleges across the country. The broad areas of new opportunities for service identified in the Guide make it clear that community colleges have a significant potential for involvement in services to the older population.

The Guide is a product of a two-year study conducted by the American Association of Community and Junior Colleges with the aid of a training grant from the Administration on Aging. The six chapters and appendices describe the unique position of community colleges in the community service structure and provide numerous examples of how pioneering colleges are finding their way into the aging field.

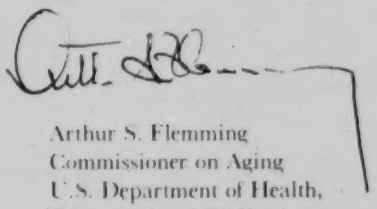
It is gratifying that community college recognition of this new field of social action as an opportunity for extending its services parallels a basic objective of the Administration on Aging; namely, that of fostering the establishment of a network of state and area agencies on aging charged with planning, conducting, and expanding services for older people throughout the country. In many communities, the area agency on aging and the community college are discovering that their activities are mutually supportive. Thus, area agencies are recognizing that the resources of the colleges are important assets to them in realizing their planning and service objectives. And, community colleges will discover new avenues of community service opened to them by the area agencies.

One of the several significant features of the study is the attention given to the need to find financial and other essential support from local sources. Most community colleges make use of federal and state funds for programs representing national priorities and will continue to do so. The Guide sets forth a number of ways, however, in which colleges can draw increasingly on local revenues and manpower resources within the areas they serve.

Among the most promising of these local assets are the rapidly growing numbers of experienced older people, many of whom are willing and

eager to extend their years of significant involvement in society. The authors of the study recognize, quite correctly, that older people themselves, equipped with knowledge and experience, can serve effectively as advisors in helping shape community college programs to meet the requirements of their peers. Identified, too, are significant ways in which these older Americans can lend assistance in the conduct of college programs and activities.

The Administration on Aging is grateful to the American Association of Community and Junior Colleges and to Andrew S. Korim, director of the aging project, for their imaginative leadership in charting numerous ways in which the colleges can join with other community agencies in creating new environments for older people.



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PREFACE

In October 1970, the American Association of Community and Junior Colleges (AACJC) conducted an Institute on Aging at Holyoke Community College (Massachusetts). At this institute about a dozen individuals from community and junior colleges, universities, the Administration on Aging (U.S. Department of Health, Education, and Welfare), and AACJC assembled to review the prospects for undertaking a major effort to expand the involvement of community and junior colleges in addressing the needs of the elderly residents of their communities.

Subsequently, AACJC received a grant from the Administration on Aging to work with the nation's community colleges, including junior colleges and technical institutes, to develop an awareness of the needs of older Americans and to explore ways in which these community-oriented institutions might contribute to an improvement in the quality of life of the nation's elderly population. This publication reflects the activities of the project and is intended to be a guide for the expansion of the participation of community colleges in the total system being developed to improve services for the elderly and to provide alternatives for senior citizens to pursue fruitful endeavors and to continue to contribute to community betterment.

The publication suggests strategies for community colleges seeking to implement programs to improve the quality of personnel working with the elderly, to provide a wide range of developmental and supportive services to senior citizens, and to assist communities in mobilizing resources to address the needs associated with aging. Illustrations are woven into the chapters citing the diversification of community colleges into new operational modes addressing community priorities associated with aging. These range from service-centered experience for students enrolled in career programs to operation of senior centers, area agencies on aging, and senior volunteer programs. The value of the suggestions will be determined by the extent to which community college planners, aging agency officials, leaders of private organizations representing the elderly, legislators, and others are stimulated to more fully integrate community college resources into national and community efforts to improve conditions experienced by older persons now and in the future.

Many persons have assisted in providing the foundation of information on which the publication rests. Hundreds of persons participated in conferences and workshops addressing the issues and concerns that appropriately surface as community colleges redirect resources to new uses. Many persons emerged to give leadership at these conferences and workshops and in their states and communities. Without the contributions of all of these persons, this publication would not have been possible.

Special appreciation is extended to Wilma Donahue and Clark Tibbitts who gave valuable insights in the formative stages of this project. At AACJC, important services were received from several members of the staff. Obviously, the publication was made possible through the fine cooperation of many people.

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I

AGING AS A PRIORITY FOR COMMUNITY COLLEGES

A new group consciousness is developing across the country among the more than 40 million persons 55 years of age and over. Whether they go by the name of senior citizens, the aging, the elderly, or older Americans, they share the common priority of seeking new definitions to lifelong development and involvement.

Older people constitute the fastest growing segment of the nation's population. Today, one in every ten persons is 65 or over, and it is estimated that by the year 2000 approximately 29 million persons or one in every nine individuals will belong to that age group. As a group, however, they have benefited little from the commercial and public services available to most Americans. When services are available, poorly trained persons usually render those services—whether in commercial enterprises or public agencies. More than 50 percent of older Americans are totally dependent upon social security for income, and 30 percent live in substandard housing.

Older Americans have been isolated socially, denied opportunities for educational growth or cultural and recreational enrichment. The nation's educational resources are utilized for services ranging from food services and school bus transportation to counseling and recreation for younger people, thus ignoring the service needs, developmental interests, and concerns of the elderly. A large percentage of older Americans are desirous and capable of engaging in a wide range of activities and pursuits.[1] The necessity for growth does not end at age 60 or 65. Older persons face development challenges: readjustment after change of life style, loss of

[1]Clark Tibbitts, "Middle-Aged and Older People in American Society," *Readings in Gerontology*. Eugene, Oregon: University of Oregon, School of Community Service and Public Affairs and Center for Gerontology, Fall 1969, p. 9.

spouse and friends, declining physical and economic functioning. It is unrealistic to assume that older persons, any more than younger persons, can make the transitions without benefit of the services of educational institutions.

Increased life expectancy permits more people to reach old age and live longer. New retirement and health patterns provide more leisure time. The demand that older Americans be recognized as a vital force in our society serves as a challenge for community colleges to utilize their resources to address the needs of older people.

A. THE EVER CHANGING COMMUNITY COLLEGE

Community colleges are in a continuous process of redefining their roles as community institutions. The concept of a *college* is taking on a meaning that reflects basic community characteristics which are by-passed by much of higher education. Broader based than traditional colleges, a departure from the classical limitations of education and the pure professions is underway. Emphasis on assisting the total community of individuals with needs for lifelong development and redevelopment, on serving as vehicles to assist communities and their institutions with the development of solutions to major problems, and on participation in the process of ordering community priorities give an expanded meaning to *college* in the community college context.

This enlarged definition permits a community college to be open-ended and truly community-oriented. Under this definition, a community college may continue to do what it has been doing and, simultaneously, may expand its focus into new realms of service. Less and less attention is being given to traditional education for youth, and more attention is being given to services to meet the developmental and redevelopmental needs of adults of all ages, whatever those developmental needs may be. More and more involvement in the business of building better communities characterizes community colleges. Staffing departs from traditional faculty to include community workers, specialists in community development, and career development and job engineering specialists. Knowledge of the community and its institutions and people becomes a primary qualification for the staff of a community college.

These developments underlie the growth of training and education programs in new areas, a wide range of services to previously

unserved persons, and the organization of community resources into a coalition of interests which meet community priorities. This is the source of the momentum behind community college programs created for the growing number of older people.[2]

B. INTERPRETING THE PRIORITIES

A major source of direction for community colleges is the recommendations of the 1971 White House Conference on Aging. In interpreting the significance of the proceedings for community colleges, certain priorities for improving the quality of life of older Americans become apparent:

—creating opportunities for lifelong involvement in community affairs;

—integrating the elderly into the process of developing solutions to problems related to aging;

—dignifying the process of aging as a normal occurrence in human development;

—expanding opportunities for lifelong development and redevelopment of human capacities;

—postponing dependence upon welfare solutions to aging-created conditions;

—activating the resources of commercial and public institutions to address needs associated with aging;

—developing alternatives to forced retirement, welfare, and institutionalization;

—upgrading personnel presently working in aging agencies and institutions;

—developing personnel with service-rendering competencies to support the emerging aging service industry.

If these are bona fide priorities reflected in the deliberations of the 1971 White House Conference on Aging, an assessment of the capabilities of community colleges suggests that community and junior colleges have several options available to them for contrib-

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[2] Edmund J. Gleazer, Jr., "After the Boom: What Now for the Community Colleges," *Community and Junior College Journal*, December January, 1974, pp. 6-11.

uting to an improved quality of life for America's older population. Among these are

—offering in-service training programs to upgrade currently employed practitioners in the field of aging;

—offering pre-service training programs in gerontology and related career fields to prepare a new flow of service-rendering manpower to serve the needs of the elderly;

—expanding public awareness of the needs and contributions of the elderly through revamped general education and liberal arts courses;

—providing a wide range of basic human services which are required to maximize the developmental and redevelopmental needs of the elderly, similar to those services provided by school districts for young Americans;

—mobilizing retired or underemployed elderly as a resource in community betterment efforts;

—engaging in community planning, developmental, and leadership activities to organize resources which meet the needs of older people.

In this listing of options, every community college in the nation should find an opportunity to contribute to an improvement of the life experienced by older persons. For instance, it may take the form of revamping general education and liberal arts courses to include strategies for increasing the general awareness of the aging process and its implications for man and society. Or, by integrating appropriate skill development into existing human service career programs, it may take the form of training manpower to work with the elderly. Or it may take the form of providing basic human services directly to senior citizens much as counseling and guidance services are provided for veterans, or as day-care services are provided for children by many community colleges. Obviously, new funds may be needed to accomplish some of the options. In other cases, the limiting factor may simply be a lack of awareness of the capabilities of community colleges. Much may be accomplished by realigning the use of resources that are available to the community college.

Various approaches to aging include the medical service model, the welfare service model, the retirement education model, and the psychological or mental health model. What is suggested here is that there is also a community college approach. The community

college approach may be characterized as a comprehensive, community-oriented, senior involvement model. It is comprehensive in that it fulfills an array of target-needs associated with aging. It is community-oriented in that the college interacts heavily with the institutions and people of the community served by the college. It is characterized by senior-involvement in that the contemporaries of the target population are tapped for their input into the planning and operation of the delivery system that constitutes the college.

C. CREATING AN APPROPRIATE COLLEGE ENVIRONMENT

As community colleges address the needs of older Americans and those approaching the years of mature adulthood, traditional vestiges of education will necessarily be challenged. Workshops and conferences conducted under this project identified a number of critical concerns that face community colleges desirous of becoming institutions that will draw and hold the support of the older population. Among these are

In addition to providing courses for older adults, more innovative modes of service need to be introduced.

Credit hours have no meaning to most senior citizens attending college classes.

The full-time-equivalent (FTE) is not a workable measure in counting the services rendered to senior citizens.

Faculty who meet the traditional credential requirements will usually be impotent in working with senior citizens.

The accreditation processes that institutions must endure will require considerable revamping if community colleges are to become effective vehicles for serving senior citizens.

A liberal arts education is not adequate preparation for personnel who service the elderly.

The governing boards of community colleges will need to be sensitized to the obligations of serving older Americans.

The area agency on aging increasingly will be the point of contact for community colleges desirous of meeting the needs of older members of the community.

Most educational facilities have been designed to accommodate younger Americans and may need renovation.

These are some of the concerns expressed by workshop and conference participants. In spite of their community-consciousness, some community colleges will need retooling to create a workable environment for serving older Americans.

D. BASIC ASSUMPTIONS

Underlying this focus on the community college approach to aging are certain assumptions. These include:

1. Improved modes for serving the needs of older Americans are required.
2. The network of community colleges in the nation constitutes a resource for:
   a. meeting the manpower training needs for the field of aging;
   b. providing basic developmental and redevelopmental opportunities for senior citizens;
   c. assisting communities in planning and developing an adequate delivery system for meeting the recurring needs that are associated with aging.
3. The total system for assisting older Americans will be strengthened through an integration of community colleges, area agencies on aging, state aging agencies, and other agencies and institutions.
4. The retooling that may be needed by community colleges to expand their involvement in community efforts for improving conditions of older persons is within the capacities of the community college.

The discussion of the community college role in the development of service-rendering manpower, the delivering of basic developmental and redevelopmental services, and the projection of a leadership posture in community organization that follows in subsequent chapters rests on these assumptions.

II

MANPOWER FOR THE FIELD OF AGING: STATUS OF TRAINING PROGRAMS IN COMMUNITY COLLEGES

In a series of conferences conducted by the American Association of Community and Junior Colleges, basic questions surfaced regarding manpower training in community colleges for the field of aging. Of these questions, the following will be discussed in this chapter:

> What factors underlie community college programs which prepare persons to work with the aging?
>
> What types of aging programs are community colleges currently offering?
>
> What are the characteristics of these programs?

The national trend toward improving and expanding services for America's growing elderly population has created a need for trained manpower to perform service-rendering tasks. Only recently has attention been given to the services needed by persons in the later years of adulthood. Statistics indicating the supply and the demand for manpower at the service-rendering level are, for the most part, unavailable. However, the trend toward expanded services is resulting in an emphasis on the preparation of increased numbers of trained service-rendering personnel.

Persons presently employed in service-rendering positions generally lack knowledge and skills required to assess the needs and render services to the aging. Training programs which prepare service workers in the skills needed to work with the aging are few. This can be attributed to the lack of an analytical approach to the tasks that persons rendering these services are expected to perform and to the fact that little or no attention has been given to the development of a systematic approach in the preparation of competencies required to perform the tasks. Furthermore, the limited knowledge that has been developed has not been widely dis-

seminated.[3] Further, educational institutions generally have been preoccupied with the preparation of persons at the baccalaureate levels and higher, rather than at the certificate and associate degree levels. Baccalaureate programs have been structured to prepare persons for administrative duties, for the teaching of gerontology, or for conducting research rather than to perform service-rendering tasks on a face-to-face basis with older persons.

In a report prepared for the Administration on Aging, the Surveys and Research Corporation points out the need for educational programs designed to increase the numbers of trained service-rendering manpower and recommends the development of "curricula suitable to prepare trainees for employment as . . . aides in aging programs . . ." Further, the report recommends that community colleges be stimulated "to offer courses and recruit students for training in technical occupations essential to the provision of services for the older population."[4] In addition, the 1971 White House Conference on Aging placed emphasis on the need to develop certificate and associate degree programs for personnel who deliver services to the elderly.[5]

More than just reflecting a growing national awareness of the need for trained service personnel, these recommendations recognize the nation's network of community colleges as an appropriate training and education vehicle for producing personnel to work with the elderly. Community colleges constitute a highly responsive resource for improving the quality of manpower servicing America's growing elderly population. Further, community colleges are found in more than 1100 communities close to the places where personnel are employed.

At present, a limited number of community and junior colleges offer programs in aging. The programs usually consist of either one or two courses such as licensed practical nursing, social service technician, mental health technician, and recreational leadership. Only a limited number of colleges have structured training and

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[3]U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Administration on Aging. *The Demand for Personnel and Training in the Field of Aging.* Washington, D.C.: Administration on Aging, July 1969, p. 11.
[4]*Ibid.*, p. 63. Recommendations submitted by the Surveys and Research Corporation under contract with the Administration on Aging, U.S. Department of Health, Education, and Welfare.
[5]1971 White House Conference on Aging. *Toward a National Policy on Aging. Final Report,* Vol. II, *Conference Findings and Recommendations from the Sections and Special Concerns Sessions.* Washington, D.C.: U.S. Government Printing Office, 1973, p. 99.

education programs designed to prepare persons for occupations in aging or to provide opportunities for upgrading the skills of presently employed practitioners. A recent survey conducted by the American Association of Community and Junior Colleges identified 42 community and junior colleges that offered manpower training programs in the field of aging. These programs were found in 26 states. Two-year associate degree programs, in such areas as gerontology, nursing home administration, and aging options in human services and recreation leadership were identified in 23 colleges. The balance of the colleges offered short courses or certificate programs related to aging occupations. Table 1 summarizes the distribution of the programs.

Formal training and education programs currently being offered in community and junior colleges for the most part, fall into six categories:

1. preparation in gerontology;
2. in-service and pre-service training for administrators of residential, extended care, and nursing home facilities;
3. training and education of geriatric aides;
4. short-term training for homemaker-home health aides or home companions for the elderly;
5. options related to aging in a curriculum such as human services, recreational leadership, and mental health technology;
6. training components for personnel of area agencies on aging and state agencies on aging.

In addition to these six categories, other programs have been identified that reflect specific interests of colleges: training needs of volunteers, personnel needs that are not easily categorized, or special arrangements with various user organizations.

A. GERONTOLOGY

To prepare students to work in the general field of aging, associate degree programs in gerontology are appropriate. Two colleges offering preparation in gerontology are Merritt College (California) and Crafton Hills College (California).

Merritt College offers a gerontology option within its Commu-

nity Social Services curriculum. In the program, students receive broad training in aging through such course offerings as: Aging

TABLE 1

TRAINING PROGRAMS IN THE FIELD OF AGING OFFERED BY COMMUNITY COLLEGES*

STATE	NUMBER OF COLLEGES	NUMBER OF PROGRAMS		
		ASSOCIATE DEGREE	SHORT COURSE OR CERTIFICATE	PROGRAM UNSPECIFIED
Alaska	1			1
California	3	2	2	1
Colorado	1			1
Delaware	1		1	
Florida	2	1	1	
Georgia	2	1	1	
Illinois	3	1	2	
Indiana	1			1
Iowa	1			1
Kansas	3	2		1
Maryland	2	1	3	
Massachusetts	2	2		
Michigan	1		1	
Missouri	2	2		
Montana	1	1		
New Jersey	1	2		
New York	2	2		
North Carolina	4	1	1	2
Oklahoma	1	1		
Oregon	1	1	2	
Pennsylvania	1		3	
South Carolina	2	2	1	
South Dakota	1	1	1	
Texas	1		1	
Vermont	1	1		
Washington	1		1	
TOTALS 26	42	24	21	8

*Based on data compiled from a survey conducted by the American Association of Community and Junior Colleges in October 1972 and updated in March 1974. For a listing of community colleges offering these programs see Andrew S. Korim, *Older Americans and Community Colleges: An Overview*, American Association of Community and Junior Colleges, Washington, D.C., 1974. Of 1137 community colleges queried, 85 percent returned questionnaires.

and the Individual, Working with Older Adults, Planning for Retirement, Working with Persons in Institutional Settings, Community Organization and Services for Older Adults, and Older Adults and Political Power. In addition, the student may receive field experience in an agency or an institutional setting. Through the Community Social Services program, the student may acquire either a certificate or an associate degree. Currently employed human service practitioners are encouraged to receive upgrade training through this program.

At Crafton Hills College, a program in gerontology leading to either a certificate or an associate degree is offered. The in-class training is broad; students are offered such courses as Social Gerontology, Working with Older Adults in Institutions, Older Adults and Political Power, and Planning for Later Years. Field work experience varies, but generally is limited to an institutional setting. Appendix A outlines the curriculum in gerontology offered at Crafton Hills.

B. LONG-TERM CARE AND NURSING HOME ADMINISTRATION

The training provided for administrators of residential, extended-care, and nursing home facilities ranges from in-service certificate or short-term upgrade training to pre-service associate degree training. In-service certificate and upgrade training efforts are directed toward reinforcing or updating the background of the administrators in areas related to their operational activities. Often, these programs are developed in response to the imposition of standards and licensing requirements for nursing home operations. Pre-service associate degree programs are geared toward increasing the supply of supervisors in areas where a need for such personnel has been identified.

An example of a training program that began as an in-service certificate program (Fall 1968) and has expanded to associate degree status is found at the College of DuPage (Illinois). The in-service program provides administrators of long-term care facilities with upgrading opportunities in a curriculum consisting of six courses specifically related to their positions. (See Appendix B.)

The success of the DuPage in-service program, coupled with a growing need for increased numbers of trained administrators, led the college administration to consider offering an associate degree

program. An outline of the curriculum for the two-year program offered at DuPage is presented in Appendix C.

Another example of an associate degree curriculum geared toward preparing administrators of long-term care facilities is found at Tulsa Junior College (Oklahoma). Graduates of the college's two-year program in Health Care Supervision are qualified to fill administrative positions in nursing homes and hospital units. The Tulsa Junior College program, initiated in September 1972, is the only program in Oklahoma where nursing home administrators can receive training and then obtain licensing after one year of internship. The curriculum is presented in Appendix D.

The curricular approaches developed by the College of DuPage and Tulsa Junior College reflect the type of training currently offered by community colleges to prepare administrators of long-term facilities.

C. GERIATRIC WORKERS

The following description of selected geriatric worker programs shows the recency of program implementation and the limited range of available training and educational opportunities.

Sandhills Community College (North Carolina) offers a geriatric option within its Human Resource Development Curriculum. The option, implemented in September 1972, contains no specific geriatric course offerings. In lieu of such courses a Specific Topics Seminar devoted to independent research in geriatrics under a special tutorial arrangement with a designated faculty member is offered. In addition, field experience in a local home for the aged is offered.

At Jamestown Community College (New York), a Human Services program with an option as a geriatric worker is offered. In addition to a practicum experience in geriatric care, an elective entitled Psycho-Social Implications of Aging is offered.

At this point, it should be noted that although most of the specialized training in geriatrics is occurring within a Human Services curriculum, several community colleges are providing such training within the framework of other curricula. Henderson County Junior College (Texas) has offered an associate degree program in Mental Health with a geriatric specialty since September 1972. At present, a number of colleges are exploring the possibility of developing programs similar to that offered by Henderson County Junior Col-

lege. However, for the most part, these efforts are at an early stage of development and lack formalization. The curriculum at Henderson County was developed in cooperation with the Texas State Department of Mental Health and Mental Retardation. It indicates the direction in which most of the colleges considering such an approach seem to be moving. (See Appendix E.)

D. HOME COMPANIONS AND HOMEMAKER-HOME HEALTH AIDES

Another community college training effort involves preparing home companions and homemaker-home health aides for the elderly. Community college involvement in this area has had a modest increase since 1971,* reflecting the mounting concern over preventing institutionalization of the elderly through home care arrangements. However, these efforts are restricted to a few colleges and a single course offering of limited duration—generally 60 contact hours of training conducted within 11 to 15 weeks. An example of material covered in such courses is found in Appendix F, which outlines a program offered at Garden City Community Junior College (Kansas). Similarly, Miami-Dade Community College (Florida) is offering a program entitled Companion Aide to the Elderly consisting of 30 hours of instruction.

E. AREA AGENCY PERSONNEL

As a result of the Older Americans Comprehensive Services Amendments of 1973, new personnel demands are created as local agencies on aging and state agencies on aging are created and expanded. These personnel need skills in community needs assessment, plan development, community resources, organizational techniques, state legislative relations, utilization of advisory committees, grantsmanship, mobilizing volunteers, and project supervision. Tri-County Technical College (South Carolina) has been designated by the South Carolina Commission on Aging to serve as a trainer of such personnel. As the area agencies on aging expand

*An American Association of Community and Junior College survey in Allied Health, 1970-71 identified only one homemaker-home health aide course. *Allied Health Education Programs in Junior Colleges*, U.S. Department of Health, Education, and Welfare, Washington, D.C., 1970.

their operations in the states, other community colleges may be expected to have similar opportunities.

F. SPECIALIZED MANPOWER PROGRAMS

Specialized training programs are offered by other colleges. For instance, Donnelly College (Kansas), in a consortium arrangement with four other institutions in the Kansas City Regional Council on Higher Education, offers a Cooperative Aging Program. Through the program, students receive social work and social welfare training that focuses specifically on the elderly and can lead to an associate degree. As the only community college in the consortium, Donnelly College can combine its resources with other member colleges to provide students with expanded educational opportunities. For example, through telelecture, the students at all colleges are offered a two-part course in social gerontology. In addition, they can take advantage of various subject-related courses offered on different campuses, i.e. Donnelly College offers a course entitled Work, Leisure, and Retirement, another campus offers a course on Aging and the Family, etc. Further, the students are provided with a semester work-study arrangement in an urban social work agency; their work in the agency has an aging focus.

The Community College of Denver (Colorado) offers a certificate program in Senior Citizen Activity Assisting. The program is based on a need for individuals trained in skills which make a nursing home more of a home for its residents. As such, the program is designed to prepare individuals who are capable of creating as near to normal environment for senior citizens as possible, thereby encouraging persons in a long-term care facility to exercise their personal abilities. Providing the student with a total of 47 credit hours, the Senior Citizens Activity Assisting program includes cooperative work experience in a home for the elderly and 15 hours of specialized in-class training. (See Appendix G.)

An in-service certificate program in Managing Aging is found at Edmunds Community College (Washington). The program is a six month training experience for persons especially engaged in directing or coordinating services for senior citizens. In collaboration with the South Snohomish County Senior Center and the

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"Edmunds Community College Managing Aging Program: A Training Seminar." (A brochure prepared by the Office of Special Programs Aging Training, Edmunds Community College, Lynnwood, Washington.)

Snohomish County Senior Services, the college offers an intensive week of training in task management and project development for a limited number of participants. In the Edmunds laboratory, participants can develop "a practical program of their individual choice . . . (and) learn how to gather community support, recruit, and schedule procedures, resources, and other needs for successful planning."[8] After completing the intensive training, participants return to their local communities and begin to implement the program that they developed. With assistance from the Edmunds College staff, the participants work for four months before returning to the college for a final two-day evaluation and improvement seminar. The Edmunds Community College in-service training program is an attempt to improve the delivery of direct services for the elderly through more effective program development and management. By utilizing government specialists in such areas as transportation, nutrition, health services, employment, and legal aid, the college can offer a broad-based management program that combines theory with practical application.

A limited number of community colleges are training volunteers associated with the Retired Senior Volunteer Program (RSVP) and other programs that mobilize volunteers. For instance, Community College of Allegheny County (Pennsylvania) has offered short-term training to volunteers in RSVP and to nutrition workers involved in local church-related meals programs.

G. SUMMARY

On the basis of this overview of community college programs to prepare and upgrade persons to work with older Americans, the following observations regarding the nature of the training and education efforts in community college may be made:

1. At present, community college involvement in training students for employment in the field of aging is limited to a relatively small number of institutions.

2. Most of the current training efforts are geared toward preparing either administrative personnel or service-rendering workers.

3. Although exceptions have been noted, most programs that are preparing workers—the service-rendering manpower—are heavily geriatric-oriented.

[8] *Ibid.*

4. Field placement experiences are, for the most part, limited to nursing home or long-term care facilities with little or no exposure to service or aging agencies.

5. Most of the in-class formal training is generally limited to the aging process and the characteristics of the elderly; courses that focus on techniques for working specifically with older adults and on community resources for the elderly are offered by only a few colleges.

6. Most of the training programs reflect the local community needs of the area served by the colleges.

One point deserves special mention: Community and junior colleges are experimenting with different curricular approaches in an attempt to produce service-rendering manpower to meet local needs. Presently existing programs are testimony to the fact that a limited number of community and junior colleges are aware of the need to produce a flow of manpower to render services to a senior population.

III

MANPOWER FOR THE FIELD OF AGING: EXPANDING AND IMPROVING PROGRAMS

As community and junior colleges develop and implement plans to conduct training programs to produce manpower for the field of aging, they face basic problems. First, they must venture into an area where, to date, their involvement has been both minimal and peripheral. Even with their reputation for expertise in preparing personnel for the human services field, community colleges are relatively inexperienced in preparing manpower to render services to the aging. Further, the colleges must restructure existing programs or develop new curricular approaches to train appropriate service-oriented workers. In addition, the relative paucity of currently available curriculum materials leaves the community college with the burden of curriculum development efforts without the availability of reliable data on specific manpower needs.

Community colleges that proceed forward with their plans will find that funding sources will generally be inexperienced in determining the curriculum needs for service-rendering workers in the field of aging, and therefore, may be reluctant to make funds available to support curriculum efforts. These problems, however, should not be viewed as being insoluble. Community colleges are urged to investigate training needs in the field of aging. The purpose of this chapter is to provide suggestions and guidance regarding some of these problems.

The discussion in this chapter is based on the following assumptions:

- The average age of the population will continue to go up, and the population grouping 65 years and older will increase significantly.
- The growth in the following agencies and institutions serving the elderly will reflect the growth in the population grouping

65 years and older:

—state agencies on aging,

—area agencies on aging,

—multi-purpose senior centers,

—senior service agencies,

—planned retirement communities,

—senior housing units,

—clubs and organizations for the elderly,

—commercial enterprises serving the elderly,

—public and private nursing homes,

—volunteer organizations.

- As a result of the growth of the above, the labor market demand for persons capable of rendering services to older Americans will increase significantly at the paraprofessional and technical levels.
- This increase in labor market demand will create the need for in-service and pre-employment training programs.
- Community colleges have a capability to prepare such personnel through such programs.
- As community colleges expand their involvement in preparing personnel to render services, the colleges will find it advantageous to design education and training curricula to include experiences in providing direct services to senior citizens as a component of the training programs.

The following sections address alternative approaches to program development, suggestions related to course and curriculum design, and other important concerns that community colleges have in initiating training and education programs to improve manpower in the field of aging, which were developed during a series of workshops conducted under this project.

A. ALTERNATIVES FOR PROGRAM DEVELOPMENT

In translating plans into concrete realities, community colleges that are interested in developing a program to produce service-

rendering manpower may choose from a number of alternatives. Some of the alternatives are summarized briefly in the following sections.

Single specialized course approach. The most logical approach for entry by a community college is the single course approach. In this case, the college offers a course to meet the immediate demand of an employer or a group of employers serving the elderly. It may address the immediate personnel needs of an area agency on aging. The course may be a short course or a seminar to upgrade existing employees or new employees. The course may be on a contract basis or absorbed under continuing education. This approach permits the college to gain experiences in working with the field of gerontology without making a huge investment. The market for training programs is easily tested through this approach. Through this approach, the employing agencies are given an opportunity to acquire experience in working with the college in meeting their personnel needs.

Borrowing curricular approaches developed by other colleges. As identified earlier, some colleges have obviously studied the local needs for manpower in their communities and have developed education and training programs in response to these needs. Programs with a gerontology option, either in-service or pre-service, currently offered by community colleges as described in the previous chapter, may provide useful guidance to presently uninvolved colleges.

Adding pertinent instructional content into existing related programs. Colleges now offering programs to prepare public service technicians, human service aides, social service aides, recreational leaders, mental health technicians, homemaker aides, and public housing managers may wish to build appropriate service-rendering content and pertinent cooperative work experience in aging agencies into existing curricula. This add-in approach would not necessitate a significant cost to the college but could increase the flow of personnel with *at least minimal preparation* to work with the aging in the respective occupational areas.

Developing an option in gerontology as an add-on to existing curricula. By the add-on approach, a module of courses pertaining

to the services needed by the aging could be constructed as an option in an existing curriculum to provide an occupational option in gerontology. For instance, a program to prepare a human services worker or a recreational leader with an emphasis on the competencies and knowledge needed to provide meaningful services to the aging would improve the flow of manpower over that which currently exists. This alternative would not require the creation of a totally new curriculum but would permit the college to give its students an additional option in a curriculum already offered.

Individualized instruction in gerontology. A student, through independent study under direction of a faculty member, may be given the opportunity to develop knowledge related to aging while enrolled in allied health, human services, or other curricula. This approach may be appropriate in cases where enrollments may be inadequate to justify one of the other approaches. This approach may be adaptable to community colleges in sparsely populated rural areas or in communities where the market for specialists in aging would not be adequate to justify an associate degree program. If properly managed, this approach could serve as a preliminary step to the development of an associate degree program in gerontology.

Adding work experience into existing curricula. A feasible consideration is the development of work experience with aging agencies as a component of existing curricula. By providing services to the elderly, valuable work experiences will be provided students. Obviously, such experiences should be supervised. Appropriate credit should be granted.

Constructing a new curriculum. Under ideal circumstances—substantial evidence of employment opportunities, identifiable student interest, full cooperation of local aging agencies, adequate fiscal resources, competent instructional staff, and full commitment by the governing board of the college—the development of an associate degree curriculum to prepare parageront ologists would be desirable. Such a curriculum should be geared specifically to preparing a student in the skills, knowledge, and orientation needed to effectively render services to the aging. Information useful to a community college in pursuing this approach is developed in subsequent sections.

B. BUILDING A BASE FOR CURRICULUM DEVELOPMENT

Whatever alternative it may wish to pursue, a community college will need a frame of reference based on an analysis of the tasks performed in rendering services to the aging; the specific skills, knowledge, and attitudes needed by service workers; and the education components contributing to the development of these competencies. Whether the college chooses to implement a curriculum that others have initiated, decides to make modest revisions in an existing curriculum, or departs into a curriculum effort to provide a new and improved quality of manpower, such a frame of reference will give the college a valuable base on which to proceed with its curriculum design.

A number of questions must be answered in building such a base. At the service-rendering level, what type of manpower is needed? Specifically, what type of worker should the community college produce? What role should this worker play? What tasks and activities will be performed? What competencies will be needed? What attitudes should be demonstrated? What knowledge should be possessed? These are critical questions that must be addressed in building a foundation from which curriculum construction may proceed.

C. TASKS OF A SERVICE-RENDERING WORKER

Very little work has been done to define service-rendering functions in the field of aging. On the basis of a functional analysis, the overall system for providing governmental services may be viewed as consisting of several levels of service. It should be recognized that most of the functions performed in agencies are far removed from the client.

The following division of functions making up an agency is useful in identifying the strategic relationship of the employees who render services to clients:

Level 1. authorization for action, typically comes from the county board, the city council, or the legislature;

Level 2. policy development, usually the function of the chief executive, the mayor, governor, etc;

Level 3. interpretation of policy, usually the responsibility of the administrator of the unit;

Level 4. identifying the resources needed, the responsibility of the manager of a specific operating department;

Level 5. organizing the logistics, a responsibility assigned to one of the supervisory personnel in the unit;

Level 6. rendering the service, performed by a team of specialists and auxiliary personnel.[9]

The service-rendering worker—whatever the job title—is usually associated with the Level 6 function. The general task that an employee at Level 6 will perform regardless of where he is employed or what occupational specialty he possesses consists of providing face-to-face helping service to an elderly individual or a group of elderly individuals.

This general task may be subdivided into a number of specific tasks. These tasks include:

—identifying the needs of an elderly person,

—identifying appropriate services and resources available to meet the needs,

—referring the elderly person to available resources,

—providing linkages between the elderly person's needs and available resources,

—providing follow-up activities to insure that the elderly person has obtained satisfactory solution to his needs,

—communicating to others major gaps in the delivery of services to the elderly and facilitating as much as possible the development of new resources to fill these gaps,

—functioning as a staff member or team member in serving the elderly, specifically communicating to other staff members the elderly person's needs,

—relating to the community being served and interpreting correctly the program or agency's policies to the community.

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[9]Andrew S. Korim, *Government Careers and the Community College*. (Washington, D.C.: American Association of Community and Junior Colleges, 1971), p. 31.

—communicating the problems of the elderly to society,

—acting as an advocate for social change,

—assuring the continued positive self-image of the elderly person,

—creating a favorable environment for continued personal growth,

—facilitating and stimulating the development of elderly self-help groups where necessary, and

—strengthening communications and relationships within the elderly person's family and providing surrogate family functions where necessary.

In general, the service worker should act as an advocate for the elderly person. Specifically, he should be able to interpret an older person's needs and communicate those needs to the appropriate personnel so that a satisfactory solution can result. This role of advocacy is not restricted to any particular place of employment or occupational specialty. For example, a recreational therapist in a nursing home acts as an advocate when he/she communicates unmet needs of elderly patients to the nursing home administrator. Similarly, an aide in a social security office becomes an advocate when he attempts to discover why an elderly person failed to receive the monthly social security check. A homemaker-home health aide performs an advocacy function when attempting to obtain food stamps for a bedridden elderly patient.

D. BASIC SKILLS, ATTITUDES, AND KNOWLEDGE

In order to perform service-rendering tasks effectively, the worker should demonstrate certain basic skills, attitudes, and knowledge. Although different occupations will place additional and/or different skill requirements upon a service-rendering worker, it is possible to isolate certain competencies that any worker coping with the needs of the elderly should possess.

These skills and competencies consist of the following:

Ability to establish an interpersonal relationship with an elderly person. Specifically, this involves an ability to observe and gather both inferential and factual data about, and to communicate with, the elderly person. Particular emphasis

should be placed upon listening, perceiving, defining, and interpreting the elderly person's problem, also upon stimulating meaningful discussion on the part of the older individuals. In addition, special emphasis should be placed upon the ability to exhibit sound judgment, empathy, tolerance, flexibility, sensitivity, patience, interest in, and an understanding of people.

Ability to work within the system, i.e. agencies and groups that can be instrumental in assisting and meeting the needs of clients. Special attention should be given to communicating the elderly person's need to the appropriate source for meeting that need, i.e. if the individual needs part-time work, the service worker refers him to an employment agency created specifically for the elderly potential employee.

Ability to organize and mobilize groups of elderly persons and other interested parties to work toward solving the special problems of the elderly.

Ability to organize work and follow through on assigned tasks.

Ability to understand limitations and seek help from other staff members for problems beyond the scope of his/her responsibilities and skills.

Ability to understand his/her role and to perform effectively as a staff member of a service team; particular emphasis should be given to the ability to communicate both orally and in writing to other staff members.

Ability to be flexible in accepting the variety of tasks assigned and to be creative in mobilizing existing and/or nonexisting resources toward problem solving.

Ability to exercise tact, poise, initiative, and diplomacy in performing duties.

The set of values, beliefs, and expectations that a worker holds toward the specific group that he/she is helping will affect significantly the development of meaningful relationships with members of that group. Since the ability to establish interpersonal relationships with elderly individuals is essential in helping those persons obtain satisfactory solutions to their needs, the importance of a positive attitudinal climate cannot be stressed enough. Unfortu-

nately, this is one of the most difficult problems with which to cope; many of the prevalent attitudes surrounding work with the elderly are negative. In part, this situation has resulted from the peripheral attention provided to the elderly in our society, and, in part, from a general lack of understanding or misunderstanding of the elderly as a population group.

The following attitudes are considered basic to any working relationship with older adults and should be stressed in any program geared toward training manpower to work with the elderly:

—an awareness of and a sensitivity to the problems of the elderly;

—a commitment to the elderly as a population group;

—belief in the elderly's right to self-determination with a recognition of the conflict between majority rule and self-determination: in essence, a recognition of individual differences;

—an awareness of the capability of the elderly to grow, develop, and change;

—an awareness of a human being's need to receive a personal response from others;

—an openness toward change, a willingness to reject and/or reevaluate long held beliefs and/or values about the elderly;

—a personal desire to participate in the process of social change as it related to the elderly; and

—a belief in the value of systems; a belief that systems can be changed.

Although certain skills and attitudes are essential in rendering services to the elderly, the worker cannot perform his duties effectively without possessing a broad knowledge of his community, the government process, and the elderly population. Specifically, the worker should develop a thorough competency in identifying available community resources and a substantial understanding of community organization. In addition, he should develop an understanding of the governmental process, especially as it applies to service-rendering agencies. Further, he should acquire knowledge about the aging process and the elderly population—its status, needs, and special concerns. Finally, he should possess knowledge about group process and methods of intervention.

E. IDENTIFYING EDUCATIONAL COMPONENTS

The type of manpower described in the preceding section—notably manpower equipped with a base of competencies and knowledge pertinent to the tasks to be performed in assisting in the prevention or postponement of institutionalization for an elderly citizen—is, for the most part, nonexistent. Recent cognizance of the lack of such manpower coupled with the burgeoning needs of an increasing elderly population creates the oasis for the entry of community colleges into the preparation of service-rendering gerontological workers—parageront ologists.

In responding, a community college should be extremely careful that *it does indeed prepare a type of manpower that is functional.* It is quite easy to fail in this task, especially since many colleges immediately tend to think in terms of traditional course offerings. For example, in implementing an aging curriculum, college personnel may decide to offer a course entitled Psychology of Aging. The reason may simply be that the college has a psychology instructor who has had interests in aging psychology, and, as a result, the implementation of such a course would be comparatively easy. Throwing an assortment of such courses together and labeling the resultant collection an aging curriculum may be an easy way for the college to develop a curriculum, but it may not be an effective way to train a person for work in the field of gerontology as a service representative or advocate for the elderly.

Although road blocks to innovation in matters of curriculum are easily ascertainable, i.e. the problems of fiscal support, staff resistance, preoccupation with transferability to baccalaureate programs, etc., some effort to step beyond the traditional system is necessary if an adequately prepared service worker in gerontology is to be produced.

With these considerations in mind, the community college should prepare the student in segments of proficiency, hereafter referred to as educational bits. These educational bits may be grouped into two categories: the primary group and the secondary group. The primary group consists of preparation in the tools essential to the performance of service-rendering tasks. The primary group is intended to prepare the student to be of immediate help to a senior citizen with a specific need. On the other hand, the secondary group serves to give supportive preparation but may not provide the person with the direct tools required to be of assistance to a senior citizen in coping with day-to-day problems.

Primary educational bits. The following outline is an inventory of primary educational bits considered essential to the preparation of a prospective service worker in the field of aging (developed by participants in workshops conducted under this project):

—special income problems of older Americans.

—provisions of public and private income maintenance programs—social security, old age assistance, old age survivor disability insurance, pensions and retirement funds, and food stamps.

—name and location of agencies handling income maintenance programs and welfare assistance.

—eligibility requirements of, and application procedures for, income maintenance programs.

—name and location of agencies that handle programs to aid the rural and poor elderly (Operation Mainstream, etc.).

—name and location of agencies that handle employment placement.

—application procedures required by employment agencies.

—effect of employment upon benefits from income maintenance programs and pensions.

—specific housing problems of older Americans.

—provisions of federal and state programs that provide rent subsidies or housing loans to the elderly (low rent public housing, rehabilitation loans, FHA—rural home loans, Renewal Assistance Administration, etc.).

—name and location of agencies that handle these programs.

—eligibility requirements and application procedures for rent subsidies and housing loans.

—alternative types of housing available for the elderly—retirement communities, special housing units, etc.

—advantages and disadvantages of the alternative types of housing; special features, etc.

—importance of home ownership to an elderly person.

—special problems associated with home ownership, i.e. home ownership repair problems, etc.

—available agencies or volunteer groups that offer services needed by an elderly homeowner, i.e. home repair agencies, etc.

—specific nutritional problems of the elderly.

—dietary needs of elderly persons.

—federal and state programs that offer nutritional assistance, i.e., meals on wheels, food stamps, commodity distribution, and surplus food.

—name and location of agencies that handle nutritional programs.

—eligibility requirements and application procedures for nutritional assistance.

—the elderly consumer's need for special attention.

—name and location of agencies and groups that aid the elderly consumer.

—name and location of agencies or groups offering special consumer education programs for the elderly.

—fraudulent practices used against elderly consumers, i.e. medical quackery, travel schemes, health food schemes, etc.

—rights of the elderly consumer.

—special transportation problems of the elderly.

—the effect of transportation upon nutrition, socialization, etc.

—names and addresses of available transportation services or programs.

—fees and schedules of transportation services.

—status of transportation services—public, private, volunteer.

—specific health problems of the elderly.

—provisions of health maintenance programs and services—Medicare and Medicaid.

—name and location of agencies handling health maintenance programs.

—eligibility requirements and application procedures for health maintenance programs.

—special programs and services for disabled aged individuals; special rehabilitation provisions for disabled aged.

—name and address of agencies handling rehabilitation programs and services.

—eligibility requirements and application procedures for rehabilitation assistance.

—name and address of available drug services.

—eligibility and application procedures for drug services.

—first aid for afflictions common to old age—how to treat a person who lapses into a diabetic coma, has a cardiovascular attack, suffers a broken bone, etc.

—symptoms of degenerative diseases common to old age, i.e. diabetic, cardiovascular.

—name and location of home care and day-care services.

—fee, method of payment, etc., for home and day-care services.

—name and location of institutional care facilities—intermediate, extended care facilities, and mental hospitals.

—institutional care facilities—fee, method of payment, criteria for judging, advantages, and disadvantages.

—importance of home care arrangements..

—advantages of home care arrangements over institutionalization for the elderly client.

—specific needs of an incapacitated elderly person in home setting.

—agencies or individuals that could provide professional legal advice—fees, application procedures, etc.

—rights of elderly beneficiaries under state and federal health and income maintenance programs—appeals process for Medicare, Old Age Survivors and Disability Insurance (OASDI); fair hearing for welfare recipients.

—special provisions of income tax laws favoring elderly citizens.

—need for wills and assistance in preparing wills.

—assistance in handling probate matters.

—assistance in guardianship and conservatorship problems.

—rights of an elderly tenant and landlord-tenant relationship.

—provisions of housing leases in federally subsidized housing for the elderly.

—special homeownership problems—property taxes, special assessments, mortgage payments, foreclosure, repairs, etc.

—rights against institutionalization and treatment once institutionalized.

—special legal problems of the elderly.

—importance of a worthy use of leisure time.

—volunteer programs and services needing the elderly's service, i.e. Foster Grandparent Program, Retired Senior Volunteer Program (RSVP), Service Corps of Retired Executives (SCORE), Active Corps of Executives (ACE), Senior Companions, etc.

—educational, recreational, and social opportunities available for the elderly—names and addresses of groups providing such opportunities.

—surveillance—protective services such as telephone reassurance.

—resources available to aid the elderly in planning for retirement—financial counseling, planning guides, etc.

—advantages, disadvantages, and adjustments inherent in retirement.

—community organization—descriptive data on local agencies that have specific responsibility for serving the elderly; names of decision-makers within these agencies, etc.

Secondary educational bits. An inventory of secondary educational bits is as follows:

—demographic profile of the elderly.

—the elderly individual's concept of his role.

—the actual role of the elderly individual; role in American society compared with other societies.

—conflict resulting from actual and envisioned role.

—effect of disengagement and withdrawal upon social well-being.

—social isolation, i.e. the effect of voluntary and enforced social isolation upon physical and mental health, etc.

—relationship of elderly to family.

—theories of aging.

—comparative aging—comparison of younger adults with older adults; comparison of aging in various life forms.

—the normal senescent process.

—the abnormal senescent process—complicating factors.

—prevention, retardation, and reversal of senescent changes.

—the human development process.

—self awareness of aging and adaptation to the problems of aging.

—cognitive functionings, i.e. intelligence, memory, learning ability, sensory behavior, and perception.

—emotional problems caused by the aging process.

—theories of disengagement and withdrawal.

—social aspects of aging.

—general needs of the elderly (economic, health, nutrition, housing, legal, transportation, consumer, social, recreational, educational, political, and spiritual).

—cultural and social needs of aged minorities, i.e. blacks, Spanish speaking, etc.

—needs of the rural, urban, and poor elderly.

—importance of political power for older Americans.

—recent legislation affecting older Americans; familiarity with Older Americans Act of 1965, the Older Americans Comprehensive Services Amendments of 1973, and other relevant legislation.

—implementation of Older Americans Act legislation—how the law is implemented, what agencies at the federal, state, and local level have responsibility for implementing the legislation, and what are relationships of these agencies to each other.

—interest groups that represent the elderly—names, addresses, membership fees, requirements, etc.

—importance of spiritual well-being to older adults.

—spiritual needs of the elderly.

—factors creating spiritual poverty among America's elderly population, i.e. loss of family and friends through death, loss of authority, etc.

—availability of resources contributing to the spiritual well-being of the elderly, i.e. chaplain services, religious institutions, radio broadcasts, etc.

—confrontation with death and dying; its impact on the elderly.

F. DEVELOPING EDUCATIONAL PROGRAMS

An educational program may be developed by sorting and structuring the educational bits detailed in the previous section. In translating the educational bits into an educational program in aging, a college has several options:

Each educational bit may be treated as a free standing educational target and as such may be the basis for a component of instruction.

Educational bits previously designated as primary may be sorted according to their generic characteristics and structured into courses.

Similarly, the secondary group of educational bits may be sorted and structured into courses.

Existing courses structured for human service occupations may be analyzed and specific educational bits may be integrated into these courses.

In proceeding further, perhaps the most critical question is Who are the students? If the student has no prior work experience in the field of aging the approach will be different from that of the student who has had experience or is currently working in the

field. Furthermore, the approach will be different for a person who may have had experience in another field and is desirous of making a career shift.

If the person has had experience in working with elderly persons, he may have insights pertaining to the characteristics of the population being served. Depending on the character of the work experience, such a student may profit most from the primary group of educational bits—those educational bits that have a direct application in the helping services needed by the elderly person. Such a student may best be served by being given the option to select those primary educational bits that have the greatest significance to the specific tasks performed by the person.

On the other hand, a person who has had no prior experience in working with the aging is likely to require the educational bits found in both the primary and secondary groups.

In the case of the person desiring to make a career shift, some combination of educational bits in both the primary and secondary groups may best serve the needs of this student. The particular career from which the person is moving will be a critical consideration in this case.

Often students may be enrolled in programs preparing them to work as recreational leaders, housing managers, legal services technicians, and licensed practical nurses but are desirous of working mainly with senior citizens. In these cases, it may be most appropriate to provide the opportunity for the student to add a number of educational bits from the secondary group to his educational program. In the case of the liberal arts student who has no specific career objective, opportunities for exposure to the primary and secondary educational bits may be accomplished through elective courses.

If a person has had prior work experience, an effort should be made to evaluate that experience and to equate it to credit toward a certificate or associate degree. This may be accomplished by some combination of employment site visitation, written examinations, and an oral review. Credit for prior work experience often serves as an incentive for persons to enter an educational program.

G. SUGGESTED COURSES

As the above discussion demonstrates, educational programming should vary depending on the type of student to be served and the occupational specialty for which the student is being prepared.

With these considerations in mind, it is possible to suggest courses, structured from the aforementioned educational bits, that colleges may wish to develop.

In the following sections, courses are suggested that organize the primary educational bits into units that should make the student of immediate value in rendering services. Early in the courses the student should be able to perform such services as giving eligibility information, suggesting referral guidance, and completing applications for specific categories of claims and benefits. Emphasis should be placed on achieving service-rendering competencies as an outcome of each component of the courses. Theories and concepts of aging should be introduced into the discussion of primary educational bits, but concentration on specific service-oriented content should be the dominant influence.

Service-Rendering Courses. To prepare a student to become an effective renderer of services and a true advocate for the elderly, the student must be made knowledgeable of the special needs of the elderly and the resources—local, state, and federal—that exist to meet these needs.

Specifically, the student must have knowledge of pension programs, tax information of significance to elderly people, application procedures for income supplement programs, information on agencies positioned in local, state, and federal structures. Further, the student must know the requirements for eligibility, the procedures for application, and the rights of elderly clients under these programs.

In addition, the prospective worker should become knowledgeable about community resources available to meet the personal needs of the elderly. A familiarity with legal, transportation, consumer services, public and private housing facilities, home companion, homemaker and day-care services, social and recreational facilities, educational programs, and employment services is necessary. Primary emphasis must be placed on giving the student the tools needed to be effective in referring a senior citizen with a specific need or a personal problem to the proper source of assistance.

Since chronic disease conditions are associated with the aging process, a gerontological worker must have an understanding of the afflictions common to old age and an ability to recognize the preliminary symptoms associated with these afflictions and to make referral suggestions. In addition, he should know how to admin-

ister first aid in emergency situations. Further, he should be aware of the importance of maintaining good health and be capable of providing information to the elderly on such matters as proper diet and exercise.

Finally, the service-rendering worker should understand the importance of preventing institutionalization and be familiar with services that enable an older person to remain independent of institutional solutions for as long as possible.

In attempting to produce such a worker, the college is strongly urged to offer courses that would address both the specific needs of the older population and resources available to meet these needs. Three such courses are suggested: (1) Aging Services: Economic Needs, (2) Aging Services: Recurrent Personal Needs, and (3) Aging Services: Health Care Needs. These courses have suggested content that places priority on early employability of students in performing specific tasks related to services needed by elderly people. Appendices H, I, and J outline these courses.

Techniques. In addition to learning about the elderly's needs and resources available to meet those needs, a parageróntologist will need instruction in how to work with and how to represent older persons. He will need to learn how to establish a relationship with an older person, how to perform services, how to utilize volunteers, and how to become an advocate for an elderly client. Specifically, the student should receive instruction in the use of concepts of aging in the performance of services.

Further, he should be given instruction about the advocate-client relationship—its development and function, how to deal with public agencies and private organizations, and how to represent the elderly person in negotiations with agencies. Also, the worker should learn how to represent an elderly person in an appeals process if negotiations with an agency are unsuccessful. Further, the worker should receive instruction in techniques of performing special advocacy functions such as funding assistance in preparing a will, or in serving as a guardian or conservator, or in identifying support in probate matters. A course intended to accomplish this is Techniques of Working with Elderly People as outlined in Appendix K.

Theories and Concepts of Aging. Secondary educational bits, as discussed earlier, may be structured into a general course, covering various aspects of aging. In the service-rendering courses, data pertinent to aging, concepts related to the aging process, and

scientific findings of the field of gerontology generally would be integrated with the development of specific competencies. To synthesize the primary bits with useful secondary bits, a general course which incorporates appropriate biological, political, sociological, economic, and psychological variables of aging is desirable. The content of this general course must be made applicable to the performance requirements of the social worker.

Such a general course has been developed, tested, and evaluated at Rockland Community College, Middlesex Community College, and Westchester Community College (all in New York). The course—Aging in Contemporary Society—was taught using a multi-disciplinary approach to illustrate the "interrelationships between the biological, psychological, and sociological components and variables in aging and introducing related aspects of economics and community service."[10] The content of the course addresses many of the secondary educational bits reviewed earlier and, to a limited extent, covers some of the primary bits. Appendix L outlines the units offered in the course.

An alternative approach structuring secondary educational bits in a general course is suggested in a course entitled Perspectives in Aging. This course is intended to be multi-functional. As such, it may serve as a general course in a certificate or associate degree program. Additionally, it could easily be used as an add-on course to a curriculum in human services, recreational leadership, mental health technology, nursing, etc. For persons already possessing a degree but who desire to make a career shift, the course could serve to orient them to the field of aging. For the liberal arts student with no specific career objective, the course could serve as a general introduction to aging. The base of knowledge provided by this course would enable the presently employed service worker to acquire general knowledge about aging. Appendix M provides a suggested outline for this course.

The material covered in these courses is intended to provide the student with a general knowledge of the field of gerontology but because of its general character would not necessarily give the student primary marketable skills.

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[10] Ann Hodis, "The Effectiveness of a Course in Gerontology on Community College Students" (unpublished Ed.D. dissertation, Columbia University, 1972), p. 18.

H. STRUCTURING A CURRICULUM

The foregoing discussed technical courses are considered desirable in preparing a student in competencies necessary for a paraprofessional to render services to senior citizens in basic need areas: economic needs, recurring personal needs, and health care needs. Techniques associated with the performance of these functions are given attention in a course structured for this purpose. General courses on aging are suggested to give the student a working knowledge of the concepts and theories of aging. These courses would constitute the technical core of a curriculum. In addition to these courses, a curriculum should include arrangements for cooperative work experience in settings pertinent to the service-rendering functions of a parageróntologist. Furthermore, general development courses and courses designed to give supportive knowledge and competencies should be structured into a curriculum.

Table 2 outlines a suggested associate degree curriculum to prepare a parageróntologist in the competencies and knowledge required to perform service-rendering tasks as discussed earlier. Credit based on a semester system is suggested. The actual sequence in which the courses will be offered will vary depending on the needs of students. Although the curriculum, as outlined, is intended to lead to an associate degree, a college may wish to award a certificate for single technical courses or modules of technical courses.

I. SERVICE-CENTERED EDUCATIONAL EXPERIENCES

Work experience should be made an integral component of a curriculum preparing persons to work with the elderly. Valuable experiences may be gained at agencies and at other senior-serving stations such as:

—area agencies on aging,

—multipurpose senior centers,

—social security offices,

—day-care centers for the elderly,

—congregate meal sites,

TABLE 2

SUGGESTED ASSOCIATE DEGREE PROGRAM:
SPECIALIST IN PARAGERONTOLOGY

COURSE TITLE	CREDITS
FIRST SEMESTER	
Aging Services: Economic Needs	3
Consumer Economics	3
Communications: Speaking and Interviewing	3
Business Mathematics	3
SECOND SEMESTER	
Aging Services: Recurring Personal Needs	3
Cooperative Work Experience*	3
Psychology	3
Communications: Listening and Report Writing	3
Personal Finance	3
THIRD SEMESTER	
Aging Services: Health Care Needs	3
Cooperative Work Experience*	3
Organizing Leisure Activities	3
Sociology	3
Aging in Contemporary Society	3
FOURTH SEMESTER	
Techniques of Working with Elderly People	3
Cooperative Work Experience*	3
Matching Needs with Community Resources: Public, Private	3
Concepts of Mental Health	3
Elective (Housing Management, Community Development, Local Government, etc.)	3
TOTAL	57

*Credit for prior work experience is encouraged where appropriate.

—delivered meals programs,

—home care programs,

—telephone reassurance programs,

—escort programs,

—nursing homes, and

—senior housing complexes.

Experiences acquired either with pay or on a volunteer basis at these work stations will reduce the abstraction of classroom centered courses. However, too often, work experience is treated as an optional component of a curriculum. Work experience is too critical to the skill development of a student to be treated as optional.

In case of prior work experience or in cases of concurrent employment, credit evaluations of the work should be conducted and appropriate credit granted.

In some communities, the community college may need to become the site for the practical experience. Much as universities have provided work experience for students in medicine and dentistry by establishing and operating hospitals and dental clinics, community colleges may find it desirable to establish multi-purpose senior centers, senior escort services, day-care centers, nutritional service centers, among others, to provide students with pertinent involvement in a clinical service environment. The benefits to the senior citizens in the community would be far reaching. The experiences of the university medical centers and dental clinics have demonstrated the benefits to the students, faculty, and community that accrue from service-centered education. Similarly, learning experience for community college students and the revitalization of faculty could be enhanced significantly through community college operated service components or multi-service centers addressing the needs of older persons in the community.

IV

CENTERS FOR SENIOR CITIZENS

Retirement education, cultural enrichment, nutritional services, information and referral guidance on basic human services, day-care services, assurance and escort assistance, and companionship are among basic service needs of older Americans. Community colleges have the capability of providing many of these services as part of their student service functions, occupational and general education programming, community service and outreach functions, or in conjunction with service-centered experiential learning opportunities for students enrolled in career training programs. Many community colleges already provide these and other services to the elderly.

Unlike traditional educational institutions, community colleges interpret their obligations to their communities broadly; they keep their doors open long hours—some twenty-four hours a day and seven days a week; they go where the people are with mobile units into abandoned and neglected neighborhoods whether characterized by rural isolation or city deprivation; they expand the use of resources into areas of human development and redevelopment previously undefined as being within the realm of postsecondary or higher education, or education generally; and they seek to relate to the needs of persons and special groups unattended by society.

These characteristics give community colleges the potential to function as centers to provide a range of direct services needed by the aging population—some more, some less, depending on the dimensions of local leadership, community resources, the imagination of the college staff, and the extent to which gaps in services to the elderly exist in the community. Furthermore, these characteristics provide communities with the possibility of strengthening or complementing the services offered by other organizations and agencies.

Unfortunately, a large number of colleges have, to date, largely

neglected to expand their services to include the elderly. A preoccupation with the notion that educational institutions serve only the young has deprived many senior citizens from access to the benefits of community college services. Increasingly, however, community colleges have opened the avenues of access to the aging and have developed outreach activities to pull this segment of the community into the sphere served by the college. A recent survey conducted by the American Association of Community and Junior Colleges identified some community colleges operating as officially designated senior citizen centers and many other colleges functioning informally as senior centers by offering a comprehensive array of services. This chapter reviews approaches found to be workable by community colleges and offers suggestions for program development and implementation.

A. SERVICES OFFERED BY COMMUNITY COLLEGES

The types of services offered to aging citizens by community and junior colleges vary both in number and content. A number of community colleges offer a single service to senior citizens such as access to the colleges' library facilities with attendant privileges or free or reduced tuition to attend courses offered by the college. At the other end of the spectrum, Honolulu Community College (Hawaii) and Northern Nevada Community College (Nevada) operate multipurpose senior centers. Through these centers, seniors are provided with a wide variety of services that range from traditional educational and recreational opportunities to individualized information and referral services related to such problems as housing, employment, nutrition, finances, and health care. In general, many community colleges offer programs that lie between these two extremes.

The types of services offered to the elderly by community colleges may be catalogued into seven basic groupings:

1. basic needs-oriented personal services,
2. counseling and guidance services,
3. informational or information-referral functions,
4. education and training opportunities,
5. retirement planning and education services,

6. recreational, social, and cultural activities, and
7. facilitative activities.

Specific examples of community college involvement in providing direct services are cited in the following sections.

Basic Needs-Oriented Human Services. Colleges are providing a variety of needs-oriented services for senior adults. The following examples provide only a brief glimpse into the types of college involvement:

- *Nutrition.* Community colleges are offering special nutritional services for the elderly. Catonsville Community College (Maryland), Clark County Community College (Nevada), and Snead State Junior College (Alabama) provide congregate meals programs for the elderly. Lane Community College (Oregon) cooperates with the Red Cross chapter in providing a "meals on wheels" service—the meals are prepared at the college kitchen and are delivered by Red Cross workers. Arizona Western College (Arizona) collaborates with local agencies to provide comprehensive nutritional services including meals and nutritional guidance. Clackamas Community College (Oregon) provides support services to churches engaged in meals programs.
- *Transportation.* Colleges are providing transportation services for the elderly. North Hennepin State Junior College (Minnesota) provides a bus service to enable seniors to attend campus events and programs. The college, through its senior advisory committee, also arranges car pools for seniors who want to attend specific classes.
- *Health.* Honolulu Community College (Hawaii) through its senior citizens center provides health services for the elderly. Specifically, the center conducts tests of vision, hearing, urine, blood pressure, diabetes, heart, etc. The center then refers the elderly person to a doctor, if necessary, and follows through to insure that treatment has been received. The center schedules appointments for public health nurses to assist with the implementation of treatment plans ordered by the doctor and with medication and diet control.
- *Employment.* Some colleges are providing a service concerning employment needs. Copiah-Lincoln Junior College (Mississippi) provides an example of how a college may link elderly individuals to jobs. With assistance from the National Council of Senior

Citizens and the U.S. Department of Labor. Copiah-Lincoln operates a Senior Aides program. Through the program, the college is responsible (1) for locating low-income elderly residents who desire to work in community service jobs and (2) for placing these aides in appropriate jobs. The college administers the program by recruiting, orienting, and placing applicants; maintaining the payroll; securing fringe benefits; and counseling the aides.

Counseling and Guidance. Several colleges are counseling senior adults in employment, education, and volunteer opportunities. Dundalk Community College (Maryland) conducts a guidance program for older adults, entitled Workshop in Self Discovery: A Guidance Program for Senior Persons. As part of the program, tests relating to personal and interpersonal values, interest inventory, and aptitude are administered; and small-group counseling sessions are held. During the sessions, individual problems are discussed; guidance with regard to educational and employment opportunities and constructive use of leisure time is offered. Students enrolled in the Paraprofessional Counseling Curriculum offered by Dundalk assist in providing counseling and guidance services. Other colleges have a less structured, more informal approach than Dundalk. Individual, spontaneous counseling between an older person and a college staff member occurs in most of those colleges that have established formal direct service programs for the elderly.

Informational or Information-Referral Functions. Informational services offered by community and junior colleges generally are provided through either one or several of the following activities:

1. individualized information-referral counseling,
2. informational courses, seminars, or institutes,
3. newsletters,
4. speakers' bureaus, and
5. dissemination of resource documents.

The purpose of informational services may vary. Generally, however, the purpose is to attempt to help an elderly person lead a more effective life by providing information about resources available to meet needs. Many examples of community college informational services may be cited. The following select examples should

provide an indication of the variety of approaches used and the range of purposes inherent in such services. Seminole Junior College (Florida) provides an individualized information and referral system for elderly community residents. The director of aging programs helps an individual needing a specific service to contact the appropriate agency or resource. The director follows through on the information-referral case and keeps a record of the individual's progress. In addition, Seminole Junior College provides two other informational services for elderly residents. The college publishes a monthly newsletter designed to provide an exchange of information among the senior centers in the county. In addition, the college has published a resource document that lists the names, addresses, and telephone numbers of organizations, groups, agencies, etc., that could provide assistance to senior citizens in a variety of ways, i.e. employment, financial aid, education, health, housing, etc.

Northampton County Area Community College (Pennsylvania) and Catonsville Community College (Maryland) are examples of how community colleges may provide informational services through course and seminar instruction. Northampton County Area Community College through its Late Start Program offers a course entitled Community Resources. The course provides information on the social, health, and welfare services available for senior citizens and provides direction as to how these services may be secured. Catonsville Community College offers two-session seminars on such topics as Income Tax Preparation, Legal Aids for Senior People, and Social Security.

Kirkwood Community College (Iowa) provides informational services through a senior speakers' bureau. Utilizing the talents of retired professionals, the college, through the speakers' bureau, provides information to elderly residents in a seven county area. Specifically, the college utilizes the services of ten elderly specialists—specialists in law, finance, family guidance, health, consumer education, housing, etc. These specialists use the speakers' bureau as one method of informing elderly community residents about programs and services that are available to them.

Education and Training Opportunities. All community colleges provide education for adults, but if a community college is to truly fulfill its mission of serving the entire community, then education and training programs for the elderly should be a component of its programming. The extent of the community college commitment to lifelong learning will be determined largely through its offerings for senior citizens. However, probably more important than the

educational opportunities provided is the use of the continuing education program as a vehicle for reintegrating the elderly into community life. Elderly citizens may use the educational opportunities provided by the college as a means to establish or maintain a linkage with both younger or older adults through an exchange of ideas and experiences.

Furthermore, the great majority of older Americans find themselves forced out of the labor market because of technological change or union and company practices related to retirement. If the exit from employment is involuntary, retraining for jobs reflecting the person's interests and physical condition and local labor market needs may be needed to provide more than a poverty existence. Community colleges have an opportunity to serve the training needs of older persons in this category.

Many community colleges already offer education courses designed specifically for older citizens. Generally, the tuition is free or of minimal expense; the courses are non-credit, and generally noncompetitive. Through these courses, seniors receive instruction in a variety of areas.

As noted earlier, informational courses are offered to seniors through continuing education programs. Courses that concentrate on community problems, intellectual growth, and develop basic educational, vocational, and avocational skills are offered. Throughout the country, community and junior colleges are pioneering in portable education efforts. Catonsville Community College (Maryland), Edmunds Community College (Washington), New York City Community College (New York), and Florida Junior College at Jacksonville (Florida) are examples of colleges that have designed and offer courses at local homes for the aged or at senior citizen clubs.

The following summaries show the variety of educational experiences offered to older adults through continuing education programs in community colleges:

- *New York City Community College* (New York). Seniors are offered courses in Race and Ethnic Relations, Afro-American History, Anthropology, Urban Ecology, Women's Liberation, Art Appreciation, and Psychology. The college takes these courses to senior citizens centers and homes for the aged within the community.
- *Oscar Rose Junior College* (Oklahoma). A wide variety of courses on topics that range from Oklahoma History to Com-

parative Religion and Flower Arranging is offered free of charge to seniors.

- *Queensborough Community College* (New York). In cooperation with the National Retired Teachers Association and the American Association of Retired Persons, the college offers an Institute of Lifetime Learning. Through the institute, the college offers informal, non-credit, short-term courses and seminars for older adults. Some of the courses have a small fee; others are free. Examples of courses offered are Defensive Driving Institute and Home Nursing Course for Older Adults.

- *North Hennepin State Junior College* (Minnesota). Through the North Hennepin Community Service Department, seniors are offered such courses as Basics in Reading and Writing, Public Speaking, and preparation and tests for High School Equivalency Diploma.

- *Community College of Allegheny County* (Pennsylvania). In cooperation with the local Foster Grandparent Program, the Community College of Allegheny County is offering credit courses in sociology and child development to Foster Grandparent Program participants. The Allegheny courses are designed to provide foster grandparents with insights into the institutionalized handicapped child. The courses are offered at a local home for crippled children and a home for retarded children.

As community colleges seek to provide education and training opportunities, one point must be clear. In most communities, many of today's older persons have had limited contact with formal education since entering adulthood and have formal educational attainment at the eighth grade level or less. Programming must reflect this fact if a college is to have impact on this older age group.

Retirement Training and Education Services. Many community and junior colleges offer pre-retirement and retirement programs for older adults. A recent survey conducted by the American Association of Community and Junior Colleges revealed more than 140 such programs. Recognizing the need for adequate retirement preparation, colleges have implemented a variety of programs geared toward making the adjustment to retirement easier.

Mattatuck Community College (Connecticut) in cooperation with local business firms, community agencies, and the Connecticut

Department on Aging, has developed a Pre-Retirement Counseling Program. The Connecticut Department on Aging is currently utilizing the program as a guide for implementing similar programs in other community colleges. The program includes sessions that cover the following topics: Work and Retirement; Health, Family, and Friends; Living Arrangements; Legal Affairs; Social Security; Managing Your Money; Nutrition; and Good Use of Leisure Time.

Kankakee Community College (Illinois) offers a series of retirement courses designed for both retirees and the soon-to-be retired. With Older Americans Act funds, the college has employed visiting lecturers and consultants to provide information on how to plan for the later years. Information on how older citizens can make important contributions to their community through part-time employment or through volunteer services is provided.

Belleville Area College (Illinois) offers a retirement education program for local industrial firms. Working with the firms in a release time operation, the college provides financial counseling and general informational services to employees preparing for retirement.

Cable television is utilized by Flathead Valley Community College (Montana) to provide retirement guidance reaching persons who normally would not attend college classes.

Recreational, Social, and Cultural Activities. Community and junior colleges are offering a wide variety of social, recreational, and cultural opportunities for senior adults. These activities help provide the elderly with a more interesting life by increasing the number of available leisure time options and contribute to continued involvement in community activities.

Northern Nevada Community College (Nevada), through its senior citizens center, offers such social activities as field trips, monthly birthday parties, and raffles. Honolulu Community College (Hawaii) through its senior citizens center offers such social events as a Christmas luncheon, a bazaar, and songfests. Burlington County College (New Jersey) holds an annual picnic for the elderly. Other colleges provide opportunities for senior citizens to attend a variety of campus events—concerts, plays, football games, etc.—all free of charge.

With regard to recreational activity, it should be stressed that recreational programs for senior adults may have three distinct purposes—recreation for fun, recreation for personal development,

or recreation for physical fitness. Florida Junior College at Jacksonville (Florida) offers a series of programs intended to improve physical fitness of older persons. Catonsville Community College (Maryland) has designed a recreational program for older adults that includes both an informational component and an exercise component. Through the program, older adults are counseled in the value of exercise and instructed in the development of an appropriate exercise routine.

With reference to cultural activities, it should be noted that the resources of the college offer a wealth of possibilities for cultural enrichment. The talents of the various faculty members may be harnessed in countless ways to design a cultural program for older adults. For example, Catonsville Community College operates an Autumn Players program specifically designed for persons 60 years of age or over. The Autumn Players is a theatrical troupe in which the elderly are the actors, actresses, costume designers, and set production managers. At Catonsville, the coordinator of aging programs and the director of the humanities department work together in designing and implementing the program. The Maryland Commission on Aging has assisted Catonsville in establishing this service.

Facilitative Activities. Colleges are offering a number of services that foster both senior citizen group activities and activities for senior citizens as individuals. For example, some colleges provide facilities for senior citizen group meetings—it's not uncommon to find the local chapter of the American Association of Retired Persons meeting in a classroom at the college campus. Other colleges offer free or reduced admission to college events, free or reduced tuition, and library privileges to older adults. Some colleges provide technical services for senior citizens groups. For example, Essex County College (New Jersey) produces and prints *The Full Life*, a monthly senior citizens newsletter published through the auspices of the Essex County Office on Aging in cooperation with the Essex County Board of Chosen Freeholders and the New Jersey Division on Aging.

Mt. San Jacinto College (California) assisted a local organization for the aging, Experience Incorporated, in the production of a filmstrip and audio tape that demonstrates how a group of retirees can organize into a self-help unit. Such services provide only a few select examples of how the resources of community and junior colleges can be utilized to facilitate senior citizen activities.

Summary. As the above examples indicate, the vast resources of community and junior colleges may be utilized to provide a wide range of opportunities for elderly community residents. Only imagination may limit college personnel from using college and community resources to improve the quality of life for the older population.

B. BASIC CONSIDERATIONS IN ESTABLISHING DIRECT SERVICES

A community college that is considering the establishment of a direct service program for the elderly should study a number of considerations—some that relate to factors internal to the college and others that relate to external factors, such as the character of the community's aging population, the extent and nature of agencies serving the senior citizens, and the gaps that exist in the service system for senior citizens.

Factors Internal to the College. Perhaps the most important factors are those internal to the college since they will determine the extent to which action will ensue. Among these factors are the consistency of the philosophy of the college with the offering of direct services to the elderly, the responsiveness of the board of trustees to the extension of college services to older adults, the availability of resources, and the extent to which the college administration and faculty provide the leadership and develop the operational know-how essential to such an undertaking.

Of these, the responsiveness of the board is perhaps the most critical. The board has the power to change the dimensions of the institution. For instance, the board may choose to replace existing staff and faculty who display disinterest in a priority established by the board—in this case, the priority of serving the older population.

As an agent of the board, the president of the college has the obligation to test the board's interest in undertaking a program of direct services to the aging. The president must be prepared to provide the board with details, such as the extent to which services are presently provided by other agencies and the gaps in such services.

External Factors. The following questions reflect the types of external factors that must be considered:

1. What agencies are presently involved in serving the aging, i.e., state, county, or city agencies, volunteer organizations, private business enterprises?
2. What are the characteristics of the elderly population located in the college's service area, i.e., numbers, income characteristics (amount, source, stability), range of needs?
3. What services are provided by existing agencies?
4. What needs are unmet by the existing agencies?

An effort to acquire this information from the local county or city aging agencies should be attempted. If no aging agency exists locally, the state aging agency may provide much of this information. Pertinent information may also be obtained from census data, state employment service offices, and welfare agencies.

Another important factor that should be considered in developing a direct service program is the extent of the familiarity of senior adults with the purpose of the community college. Any hesitancy on the part of the older population to take advantage of programs offered by the college must be identified and overcome. Evidence of such reluctance was demonstrated at North Hennepin State Junior College (Minnesota) when the college held its first meeting on senior programming. One lady, a senior citizen involved in the planning, "brought a plastic-lined paper bag because she was so afraid of coming to a college meeting she thought she might get sick." [1] Much of this type of reaction can be offset by college faculty and staff visits to points in the community where older people congregate—senior centers, church meetings, etc. College procedures must be revised to accommodate senior citizens. With ample guidance and patience from college personnel, senior citizens are likely to discover—as did the lady at North Hennepin—that the college is comfortable and non-threatening. The community college purpose and function must be made explicit to a large proportion of senior citizens whose personal contacts with community colleges have been rather limited.

C. DETERMINING ROLES FOR THE COLLEGE

Establishing Planning Committee. Once the internal and external factors have been considered and favorable conditions are

[1] John F. Helling and Bruce M. Bauer, "Seniors on Campus," *Adult Leadership*, December 1972, p. 204.

found to exist, the college should establish a planning committee with responsibility for determining deficiencies in service and charting prospective areas of involvement. Senior citizens should be represented on this committee.

As noted earlier, community college involvement with senior citizens may range from offering a single service to the operation of a comprehensive multipurpose senior citizens center. By reviewing the range of possible service activities, the planning committee may determine the level of involvement with senior citizens that its college may wish to undertake and the resources that will be needed.

Examining the Options. Based on a review of existing community college activities, four levels of involvement in serving senior citizens may be determined. These include:

1. outreach efforts to draw senior citizens into existing programs,
2. add-on components to existing programs,
3. specialized increments of services, i.e. transportation, retirement guidance, information referral, and
4. comprehensive array of services that address the problem areas identified by the 1971 White House Conference on Aging and current community surveys of need.

In effect, the role of the college may range from simply accelerating outreach activities to draw senior citizens into existing programs to creating comprehensive services specifically geared to meet the unique needs of the aging. Between the extremes, progressively greater degrees of service may be structured by the college. Some of these activities may be provided by the college under contract with county or city aging agencies. In other cases, the college may enter into contract with other agencies to acquire needed components not immediately within the capability of the college to provide.

Determining Dimensions of Involvement. Once the planning committee has reviewed available options, it should develop a proposal describing the dimensions of desired involvement. The proposal should include information on the services to be provided, on staff and space requirements, on the ways of involving senior citizens in program development, on the cost of program implementation. In addition, it should include an analysis of resources needed. An outline of the availability of existing community resources and

a description of needed external resources should be included in the analysis.

Analyzing Resources. Unfortunately, too many community colleges immediately seek to identify new resources outside the community without first studying existing resources available within the community. By reviewing existing programs, the college may find under-utilized resources that could be reallocated. For example, many programs, such as those for recent high school graduates, may not provide the community with sufficient benefit to justify continued support. A reallocation of resources from such programs to those serving the elderly may be more beneficial for the community.

Secondly, community agencies presently attempting to serve the needs of the aging may have resources that would better serve the community's aging population if diverted to the community college. The extent to which the college has obtained the confidence of the community may determine the extent to which such community agencies would display willingness to channel resources to the college. Community colleges that currently have the confidence of the community may find this occurs automatically once the college interests are made known to the agencies.

Thirdly, a possibility that often is overlooked is the shared delivery of services. In this case, one agency may contract with the college to provide a portion of the services that another agency has been providing. As such, the college may gain access to community resources that can be pooled with its own existing resources. This possibility could conceivably consist of a case in which an agency has primary responsibilities but relies on the college for the performance of certain functions that may easily be added to existing operations of the college. This alternative requires careful planning and synchronization of effort but may result in a maximum of return to the community.

Finally, new resources from outside the community should be explored as needed. Suggestions on possible sources of support are offered in a later chapter.

Designating Coordinator of Aging Programs. If a college chooses to establish a formal direct service program, a staff member should be designated as a coordinator of aging programs as early as possible. If the work load of already employed staff members is prohibitive, the college should actively recruit a coordinator from outside of the college. By placing the responsibility for aging activities in the hands of a designated individual, the elderly are given visi-

bility as a priority of the college and are ensured a direct line of communication with the college. In addition, if responsibility for aging activities is placed with one individual, then that individual will be in a position to marshal the resources of the college—both staff and material—to develop an effectively coordinated program for elderly citizens.

D. SPECIFIC SERVICE POSSIBILITIES

Whether a college chooses to launch a comprehensive multi-service program or merely to offer a few selected activities, it has many varied types of services from which to choose. The following review is not intended to be comprehensive but merely to demonstrate the variety of ways that an interested college could become involved in serving the elderly.

Sponsorship of Conferences. In order to bring together various elements of the community to discuss the problems and needs of the elderly, the college may sponsor a local conference on aging. Utilizing community resource people and its own personnel, the college may structure a one- or two-day program highlighting elderly needs. In addition, some colleges may explore the feasibility of linking with local groups sponsoring such conferences. Additionally, in order to provide both visibility to elderly community residents and a day of activities honoring older adults, community colleges may wish to sponsor a senior citizens day. Activities may consist of a general session designed to welcome seniors to the campus and inform them of college events, followed by a tour of campus facilities, lunch, afternoon speakers, and social events. Colleges may also organize special events for seniors, such as films and student performances.

Publication of Informational Materials. A college may wish to produce a newsletter for senior citizens or provide technical services that would enable senior citizen groups to publish their own newsletter. The publication of a resource document designed to point elderly individuals in the direction of available community resources is also a possibility.

Operation of Nutrition Programs. The interested college should explore the availability of funds through a local aging agency or the state aging agency for nutritional services. In such a program, the college may contract to prepare, serve, and/or deliver meals to

elderly community residents. For interested colleges, the operation of a meals program provides many opportunities. The college may utilize its students—home economics, food management, etc.—to prepare and deliver the meals. The program could provide either a practicum or volunteer experience for the students enrolled in various career as well as liberal arts programs.

Community colleges that are not able to undertake total involvement in operation of a nutrition program, may provide needed services through a subcontract arrangement—the kitchen facilities of the college could be utilized by a group primarily responsible for program operation. In some instances, the colleges may find that their campuses are convenient to elderly residents; as such, they can provide dining room facilities for group-delivered meals. As a part of community service operations, badly needed support services such as lectures and entertainment may be provided to congregate meals programs by the college.

Provision or Coordination of Transportation Services. Colleges may provide transportation services for older adults desirous of attending courses on campus. Conceivably, some type of arrangement with the local school board could be established, so that the college could utilize school buses during slack hours. In addition, colleges could arrange through the use of student volunteers or a senior advisory council, car pools or transportation services for elderly immobile residents requiring essential services not otherwise available, giving older persons access to services in the community.

Vocational Training and Placement Services for Older Workers. A service that integrates well with existing programming at community colleges is the training of older persons for new careers or second careers. Because of technological change and forced retirement, many older persons find their income reduced due to unemployment or underemployment. Occupational programs currently offered by the college may be made available to retrain older persons. Many colleges have done this under the Vocational Education Amendments of 1968 and the Manpower Development and Training Act of 1962. The Comprehensive Employment and Training Act of 1973 should be considered a possible source of funds to permit a community college to undertake the training and retraining of older workers.

Colleges may administer an employment service for senior citizens as an extension of existing job placement services at the col-

lege. By linking interested elderly individuals with available jobs, the college may provide a valuable service. Student volunteers or elderly volunteers might be tapped to work in employment placement operations in cooperation with the local offices of the state employment service and other agencies.

Retirement Planning and Education. Interested colleges may either design a pre-retirement program for older adults or offer individualized counseling on such matters as finance, housing, constructive use of leisure time, etc. Factors determining the approach used will depend upon local need and college resources. In special cases, both approaches may be used—institutionalized pre-retirement planning and individualized pre-retirement counseling. The utilization of public service time on commercial radio and television stations to offer a series of programs on retirement education should be explored. Educational television and college radio stations are also important avenues for providing such a service.

Operation of Day-Care Services for the Elderly. Many elderly individuals could avoid institutionalization by living with their families if day-care services were available. Day-care services would avoid a disruption in the emotional support that family living provides. Further, the freedom provided by day-care allows families to continue their normal daytime responsibilities. A program of day-care services for elderly persons may be modeled along the lines of child care centers operated by community colleges. In addition, the colleges may use such an operation to provide practical experience for students in career programs such as nursing, recreational leadership, human services, etc. Interested colleges may wish to explore availability of funds from medical service agencies to establish day-care services. The experiences of community colleges in operating day-care centers for children should prove valuable in serving the elderly.

Improving Access to College Services. As an incentive to encourage elderly individuals to take college courses, the college may waive tuition fees for non-credit courses. If free tuition is not justifiable, then perhaps a reduction in tuition would be feasible. By making courses more accessible, the college will provide older adults with additional options with which to address interests and use leisure time. Excess capacity may be utilized to provide an important community benefit through tuition adjustments for senior citizens.

Colleges should explore the utilization of Basic Educational Op-

portunity Grants to provide senior citizens with at least tuition support if free tuition is not possible.

Furthermore, a community college interested in drawing the elderly into campus activities may wish to issue a special privilege pass or "gold card" to senior citizens. The card could be used to entitle seniors to free or reduced admission to concerts, plays, sports events, lecture series, and other activities sponsored by the college. Gold cards may be used to give senior citizens the privilege of using the library and other learning resources, among other services, provided by the college.

Establishing Telephone Reassurance Service. A college may wish to establish a telephone reassurance service for the homebound elderly. Many older citizens are often isolated and alone—unable, because of immobility, to shop for food, to receive medical services, or to attend to other items of business that are a part of daily living. A telephone reassurance service monitors older adults who are living alone by giving them assurance that someone does care and providing assistance if needed. Such a service could be manned by student volunteers. For example, students enrolled in a human services curriculum might find it beneficial to carry a case load of such senior citizens. Other mechanisms for establishing a reassurance service are available. A senior citizens advisory committee established by the college may take on such a responsibility or might recruit a corps of older volunteers to provide the service. Whatever approach is utilized, a telephone reassurance service can easily be implemented with little or no expense to the college.

Courses Specifically Designed for Senior Citizens. Community colleges that are interested in stepping beyond traditional course offerings have several options. They may implement a few courses initially and then, depending upon the receptiveness of the older community, expand the number of course offerings at a later date; or a college with adequate resources could launch a "retirement college" with a large number and variety of courses. Initially, colleges that plan to implement only a few courses may use presently existing courses with minimal restructuring efforts. However, courses for older adults should be developed in consultation with interested groups of senior citizens or a senior advisory council. Courses designed for the elderly may be provided either on the college campus or in other community facilities such as nursing homes, churches, and senior citizen centers. Offering courses on the college campus has the advantage of drawing the elderly out

into the broader community and facilitates their re-integration into community activities. Many colleges find that a combination approach—some courses offered on campus; some offered off-campus—is best suited to local needs.

Regardless, it is apparent that traditional registration procedures, traditional course content, and traditional faculty approaches will satisfy only a limited segment of the elderly population. Most senior citizens have had limited contact with education, have relatively low levels of formal educational attainment, and, consequently, display discomfort in formal educational settings.

Establishment of Elderly Speakers' Bureaus. In communities where interest is evident, the college could establish an elderly speakers' bureau. Using older adults as resource specialists, the speakers' bureau could be utilized to inform elderly community residents of available services to meet needs. The bureau may be utilized on the college campus or serve organizations in the community—homes for the aged, senior centers, churches, and senior citizens clubs.

Operation of Multipurpose Senior Citizen Centers. Colleges may, if a local need exists and funds are available, establish and operate a comprehensive multipurpose senior citizen center. Such a venture obviously will require considerable planning with extensive involvement of senior citizen groups and collaboration of various agencies having responsibility to provide services to senior citizens. Prior to undertaking such an operation, the college needs to have an established record in working with the older population of the community. Such factors as the character of existing services and the gaps that may be apparent must be taken into consideration. If a community lacks a multipurpose senior center, the community college may very well be a logical sponsor and operator of a center or a series of sub-center arrangements. A community college serving a rural community with few options being available to senior citizens may find considerable community support for such an undertaking.

E. UTILIZATION OF THE ELDERLY AND STUDENTS IN DIRECT SERVICE PROGRAMS

Often overlooked, two important resources are available to every community college committed to expanding services to the

elderly. These are the elderly themselves and students enrolled in various programs at the college. The elderly become activated and integrated into meaningful service. The students enrolled in career training programs ranging from the human services to business and commercial services have the opportunity to engage in valuable experiential learning while providing valuable services to the elderly.

Utilization of the Elderly. Involvement of the elderly in program planning, implementation, operation, and evaluation gives a college a rich resource. Examples of efforts to incorporate input from elderly citizens into aging programs are evident.

North Hennepin State Junior College (Minnesota) established a Senior Advisory Committee to aid in planning an effective educational program for seniors. The college taps elderly volunteers for such services as telephoning interested seniors to remind them to register for courses. In addition, the college asks elderly participants to evaluate program activities; current programming is redesigned, where necessary, on the basis of this evaluation.

Clackamas Community College (Oregon) utilizes senior citizen representation on its many advisory committees. At least one senior citizen may be found on each advisory committee to assure that all programs benefit from the resource the elderly represent.

At Kirkwood Community College (Iowa), retirees are utilized to provide information on such specialized areas as housing, law, and finance. These retired specialists serve on a speakers' bureau, write articles for a senior citizens newsletter, and help to develop preretirement programs for the seven county area served by the college. Elderly volunteers are also recruited to work in project branch offices located in the forty school districts where Kirkwood Community Education Coordinators are located; this group serves as a communication link between the Office of Retirement Opportunities and Education at Kirkwood and the senior citizens clubs and organizations in the seven county area.

Utilization of Students. As noted, experiences gained by students enrolled in various career and liberal arts programs are not only directly of value to the students but may also be a way for a college to provide valuable services to the elderly in its community. Examples of the utilization of students are available.

At North Hennepin State Junior College (Minnesota) student rap sessions are offered. In these sessions, elderly individuals and younger students meet together to discuss a range of topics of

mutual concern. Through the process, the generation gap is bridged—a better understanding and appreciation of the elderly is evident on the part of the young, and vice versa.

Leicester Junior College (Massachusetts) has developed a unique program that integrates both the curricular aspects of manpower preparation with the direct service functions. Students enrolled in the college's geriatric services program have an opportunity as part of their field practicum experience to work in a day-care center for the elderly operated by the college.

Clark County Community College (Nevada) utilizes students enrolled in its food service program to prepare and deliver meals to the elderly. Through the college-operated senior meals program, the students serve a hot lunch to senior citizens at selected sites throughout the county and deliver a hot meal to homebound individuals. In addition, the students provide entertainment at the group meals and engage in cleanup activities upon completion of the meals.

V

ORGANIZING COMMUNITY RESOURCES

A vital role for a community or junior college consists of organizational activities in the realm of planning, coordination, and leadership in mobilizing resources to address the needs of the elderly. This role may be categorized as the community organization function of the college. With a faculty and staff that is often the most sophisticated and cosmopolitan element of a community and a mission that is generally non-political in nature, the community college has the potential to bridge local political and economic divisions and to provide for the catalytic union of resources needed to improve the life style of elderly residents.

Community organizational work may take several forms. It may reflect the thrust of the entire college administration, faculty, and students, or it may reflect the efforts of a single publicly conscious faculty member or administrative officer who leads a community effort toward meeting elderly needs. In addition, such leadership may extend beyond the local community into area planning efforts as well as statewide influences.

A. CRITICAL INGREDIENTS

The community organization function at a college will be determined by a number of considerations, all of which will influence the extent and substance of the college's role in contributing to improvements in the components of the delivery system for addressing the needs of the elderly:

1. philosophy of the college,
2. qualifications of the staff,
3. credibility of the college in community relations,

4. character of the community, and

5. existing structure of the system serving the elderly.

Philosophy. Many community colleges involve themselves in community affairs as a natural extension of their community orientation. Their legal base requires developmental work, penetrating responsiveness to community needs, diversity in services, and open access to all segments of the community. Other colleges define the scope of the institution narrowly. They serve only recent high school graduates and deliberately limit interaction with community agencies. They restrict operations to traditional educational functions. In such cases, only minor influence in community affairs is possible.

It is the former philosophy that truly demonstrates a college's commitment to the issues facing its community. The colleges that operate with a community focus will find that they may serve as a significant catalytic force in the community. It is this philosophy that enables the community colleges to play a role in organizing the resources of the community to improve the quality of life for the elderly population.

Staffing for Leadership. The college with a commitment to its community, and more specifically, to elderly community residents, presents a challenge to its staff. The philosophy provides only a foundation. The college staff must translate the philosophy into a plan of action. Furthermore, the staff must have the capacity to implement the plan.

A staff capable of mobilizing community resources to tackle the problems of the elderly must display certain characteristics. Specifically, staff members should have

1. knowledge of the local power structure,

2. familiarity with the demography of the community,

3. sense of commitment to community betterment,

4. desire for involvement in community activites,

5. capacity for sensitivity to the problems of the aging,

6. knowledge of the availability of resources external to the immediate community,

7. a capacity to assess the needs of the elderly,

8. experience in the techniques of planning program strategies appropriate to the needs of the elderly, and

9. experience in implementing program strategies.

Obviously, if these characteristics are essential to a staff capable of providing leadership in organizing community resources for the aging, persons produced by the traditional modes of education are not likely to be adequate. As such, the community college may find that staffing for a positive leadership posture may require tapping new sources of supply. These new sources may include community representatives of corporations, the staff of government agencies concerned with community organization efforts, the staff of community departments of trade and industrial unions, and community organizers from private volunteer organizations.

Some presidents of community colleges may abdicate community leadership responsibilities because the philosophy of the college may be narrowly defined, because board action has mandated such a restrictive position, or simply because community involvement in problems of previously unserved populations is foreign to the college. These considerations may be more excuses than real obstacles. Simply on the basis of civic responsibility, a qualified president may choose to assist the community independently of board approval or college philosophy. Likewise, this same rationale may apply to the administrators, faculty, and students of the college. Responsibility for participation in community improvement goes beyond vocational pursuits. The total personnel complement of the college may contribute to community betterment both through the formal responsibilities of staff membership and through the less formal obligations of community citizenship.

Credibility of College. The impact of the community college upon local aging activities will depend, in large part, upon the type of relationship that the college has developed with its community. If the college has established itself as a viable element of the community—both in terms of its community orientation and its leadership capabilities—local organizations will probably look to the college for direction and support. However, a college that operates with a community orientation and possesses a staff that is qualified to provide leadership should not necessarily expect the structure to respond immediately. Leadership is not built instantaneously—it is acquired through increments of service to the community. The

college must be prepared to go through successive stages of community acceptance before it may expect to wield substantial influence over local decision-making.

Character of Community. The character of the community imposes the permissive and limiting conditions within which a community college operates. With a community-oriented philosophy, adequate staff, and an excellent record of prior performance, the characteristics of the community serve as the frame of reference for the college. The demography, economy, political structure, educational system, communications media, and civic organizations establish the parameters within which the college operates.

Existing Service System. The extent of a community's prior concern toward problems facing all segments of the population and the effectiveness of any action regarding these problems will constitute the extent of the opportunities for the college to participate constructively in community improvement efforts pertaining to the aging. Should the existing system have only a few gaps in the delivery of services to the elderly, the opportunities for improvement will be limited. However, where older persons are concerned, existing systems of service delivery are often unstructured or function poorly, giving rise to opportunities for the development of new forms of service delivery.

B. APPROACHES TO ORGANIZATIONAL EFFORTS

As a community college undertakes the role of a catalyst in mobilizing community resources, basic principles of community organization should be interpreted for their relevance to the needs of senior citizens. In this effort, one fact should remain ever present: community organization is a process—"an issue-oriented effort to achieve movement among a group of people towards the solution of a problem."[1]

In this process, the community college has as its options: (1) assisting elderly individuals to organize themselves in attacking common problems, (2) assisting appropriate established community institutions, both public and private, to collectively address the

[1] John M. Haynes and Joel Sirkin, "Community Action and the Elderly Poor: The Role of the Organizer," *Community Organization, Planning and Resources and the Older Poor*, Senior Opportunities and Services Technical Assistance Monograph #1. (Washington, D.C.: National Council on Aging), p. 13.

needs of the elderly, (3) coordinating the linkage of the elderly with community institutions, and (4) educating key leaders to the service needs of the senior citizens.

Careful planning is a necessary preface to affirmative action directed toward problem solving. A thorough knowledge of both the local elderly population and interested formal community agencies and institutions is a prerequisite in any attempt to organize the community toward action. One analyst of strategies for community organization involving the elderly suggests that the community organizer should become a "walking encyclopedia of the target population, their needs, and resources." As such, he maintains that the organizer should engage in collecting relevant facts about the characteristics of the target population such as demographic data and health statistics.

In addition, he suggests that the effective organizer should have a familiarity with the target population that would enable him to group local senior citizens into the following categories: (1) those who want to be involved, (2) those who prefer to be left alone, (3) those whose needs are severe, and (4) those who could not care less.[13] Further, he contends that the organizer must have a knowledge of interested community groups and local political leaders. He should know how to obtain access to top level decision-makers within the community.[14]

In efforts to mobilize the community, the college should work with both the recognized leaders of the informal elderly community (leaders in housing projects, blocks, etc.) as well as local leaders of formal organizations. In many instances, the two types of leaders will have knowledge of each other; in other instances, they will not. In the latter situation, the college can serve to link these elements of the community by opening the doors of formal organizations to the leadership of the informal elderly community.

Another element that the college will want to include is the rank and file elderly individual. This person can provide fundamental insights that the leaders may have overlooked or disregarded.

In leading planning efforts, the community college should focus on issues that will be of concern to the greatest number of elderly

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[13]Frank Corbett, "Community Organization Involving the Elderly," *Community Organization, Planning and Resources and the Older Poor*, Senior Opportunities and Services Technical Assistance Monograph #1 (Washington, D.C.: National Council on Aging), p. 5.

[14]*Ibid*, p. 4.

residents and develop a preliminary program model designed to address these issues. The program model should: (1) define the problem, (2) develop propositions to help explain the rationale for the program, (3) outline specific objectives, (4) detail program activities, (5) develop a pre-program training schedule for staff and a supervisory structure for program operations, and (6) build in an evaluative process.[1]

This preliminary program model should be submitted to the community leaders involved in program planning efforts—both the informal and formal community leaders—for discussion and revision. From the beginning, the college should make certain that the leaders know that the model's purpose is to stimulate a public forum on improving the quality of life of the aging and that a finished model should be the objective of such a public discussion.

Once an effective plan is developed, the college may assist in program implementation. The degree to which the college assists in implementation efforts will depend upon the local situation. In some communities, the college will be the only aggressive leader; in other communities, other organizations will assume leadership responsibilities—the college will be needed merely for impetus and assistance once planning efforts are underway. In any situation, the college, once involved in planning efforts, should be responsive to the type of leadership that is required in the community.

C. THE COMMUNITY COLLEGE AS AN AREA AGENCY ON AGING

The geographic division of a state into *planning and service areas* for the purpose of the delivery of services to the elderly is mandated by the Older Americans Comprehensive Services Amendments of 1973. In order to obtain monies appropriated under this legislation, a state must determine specific planning and service areas for which area plans on aging will be developed.

In these planning and service areas the state must designate an *area agency on aging*. Although preference will be given to established offices on aging, any public nonprofit or private agency with capacity to engage in planning or provide for a broad range of social services within the established area may be eligible for designation as an area agency on aging.

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[1] Frank Corbett, *op. cit.*, p. 6.

Community colleges have already demonstrated their capabilities to serve as area agencies on aging. In Iowa, Indian Hills Community College, Kirkwood Community College, and North Iowa Area Community College have recently been designated as area agencies on aging by the Iowa Commission on Aging. These designations were awarded after the colleges had demonstrated a leadership capability in local aging efforts. These colleges were operating successful programs for older community residents and were innovative in their approach toward mobilizing and harnessing community resources for the elderly.

Colleges that become designated as area agencies on aging will have certain specific responsibilities. Included among the responsibilities are (1) the development of an area plan on aging, (2) the coordination of all public and private programs affecting the elderly within the geographic boundaries of the planning and service area, (3) the expansion or improvement of those social services deemed necessary within the area, (4) the collection and dissemination of information on the needs of the elderly, and (5) the provision of technical assistance to agencies or groups in the planning and service area.[1]

Other responsibilities may entail (1) entering into arrangements with federally assisted programs or other public or nonprofit agencies whereby legal services would be provided to older persons in the planning and service area, (2) entering into arrangements with organizations providing day-care services to children so that older persons could voluntarily assist in service delivery, (3) establishing an advisory council, and (4) periodically evaluating the impact of activities conducted under the area plan.

As an area agency on aging, a college would serve as the funding agent for the planning and service area. The state would funnel to the area agency all federal funds under Title III of the Older American Comprehensive Service Amendments for planning activities and social services within the geographic boundaries of the designated planning and service area. The area agency on aging would then sub-contract with the providers of services and other agencies within the area. As the funding agent, area agencies do not usually deliver social services directly to the elderly, except in those instances where no other public or private agency is available to deliver such services.

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[1] Older Americans Comprehensive Services Amendments of 1973, sec. 304(c), 87 Stat. 40 (1973).

D. REINFORCING THE AREA AGENCY ON AGING

If a community college is unable to serve as an area agency on aging, opportunities exist for reinforcing the planning and coordination activities of the agency. These opportunities may range from informal support to contractual arrangements.

For instance, a primary burden of each area agency is the preparation of an initial local plan for submission to the state aging agency. Genesee Community College (New York) assisted its area agency in developing this plan. The specialist in proposal development at the college will continue to assist the area agency on aging in preparing proposals for grants. Every agency on aging will have this need.

In some cases, a community college may under contract carry out one of the functions of an area agency. For instance, Clackamas Community College (Oregon) has been designated by the Columbia Regional Association of Governments (an area agency on aging) as the contractor to perform the planning and coordination of the training of personnel employed in aging service units for that region and service area.

In other instances, a community college may facilitate the coordination efforts of an area agency on aging by giving the agency support services. Flathead Valley Community College (Montana) houses the multi-county Western Montana Area Agency on Aging and the Flathead County Council on Aging, a sub-unit of the area agency, and gives administrative support to these agencies. Further, the college operates a Retired Senior Volunteer Program in the same complex of offices (which is virtually across the street from a senior citizen center) contributing to the total effectiveness of the aging service delivery system in the community.

Each community college in the nation should explore linkage with the area agency on aging. Since the area agency will have the major responsibility for planning and coordinating services to the elderly, the college may find the opportunity to contribute to the strengthening of the community's organization of resources into an effective delivery network.

E. INITIATING COMMUNITY NEEDS ASSESSMENT

In communities not served by area agencies on aging, community colleges may make a significant contribution by surveying older

residents to determine their needs and services that are available. Such an assessment is crucial in identifying gaps or duplication in services. Many community colleges either have completed or are currently conducting such surveys.

For instance, Schoolcraft College (Michigan) has completed a comprehensive survey of the needs of elderly residents who reside within the target area of the college. Also, Lakeland Community College (Ohio) conducted an in-depth study of Lake County senior citizens.

Conferences are a means of assessing the issues and concerns of the elderly in a community. College of DuPage (Illinois) recently conducted a conference with such a purpose. With the assistance of convalescent home representatives, the DuPage County Health Department, and senior citizens, College of DuPage sponsored a "Conference to Investigate the Status of the Aged." The purposes of the conference were to (1) review local progress in implementing the 1971 White House Conference on Aging recommendations, (2) delineate those services for the elderly that are best provided by the state and local government, and (3) attempt to determine the problems that are most important to the local elderly population. Its involvement in this type of activity highlighted the college's commitment to the community's aging population and demonstrated the college's leadership capabilities.

Obviously, the results of assessment activities, such as those described above, may be used by community agencies generally, and by the community college in determining a role for the college.

F. MOBILIZING OLDER AMERICANS

Mobilizing senior citizens into programs having high productivity in community benefit is one sector of community organizational activity in which a community college has the capacity for having significant impact. Because of the lack of an adequate system for mobilizing senior citizens who have voluntarily or involuntarily withdrawn from the formalized labor market, a community is often deprived of a rich resource in addressing problems of the community. Without such involvement, many senior citizens experience a decline in their feeling of self-worth and personal esteem.

The White House Conference on Aging in 1971 called attention to ways in which older Americans could fulfill themselves by giving service to one another and to their communities. Delegates to the

conference called for "a national policy . . . to encourage older adults to volunteer" and urged "that existing national older adult voluntary programs should be expanded and funded at adequate levels in order to serve extensive numbers of volunteers." They urged a mobilization of public and private organizations to strengthen the volunteer movement among older Americans.

There are several volunteer and quasi-volunteer programs which tap the resources embodied in older Americans. In 1971, ACTION, a federal agency, was created to consolidate within a single agency the administration of several volunteer service programs operated formerly by several agencies. Community colleges interested in organizing volunteer efforts should become familiar with the ACTION programs. Some are reviewed briefly here.

The Foster Grandparent Program. The Foster Grandparent Program provides new roles and functions for low income older Americans, enabling them to maintain a sense of dignity and usefulness. Foster Grandparents serve in childcare institutions. They receive a stipend and additional benefits, such as an annual physical examination. They provide children, who have been deprived of close relationships with adults, a warm emotional experience. They enjoy the feeling of being useful, their health improves, and the stipend they receive relieves some of their financial worries. A community college that operates a day-care center for children may find an opportunity to combine its child day-care services with the Foster Grandparent Program.

Volunteers in Service to America. Volunteers in Service to America (VISTA) has 4000 volunteers of all ages and from all walks of life. Presently only about six percent of these are 60 and older. VISTA volunteers work with the poor, including many older persons, in the areas of social services, health, education, and manpower, community planning, economic development, and housing. They serve full-time for one year in rural areas, on Indian reservations, in Job Corps Centers, in urban slums, and with the mentally handicapped. They receive a living allowance and a readjustment allowance for each month of satisfactory service.

Service Corps of Retired Executives. Service Corps of Retired Executives (SCORE) is a volunteer program of retired executives from large and small businesses, trade associations, and the professions who offer free of charge their expertise and counsel to small businessmen in need of assistance. Community colleges that

take an active role in assisting small business and minority business development will find SCORE a significant source of technical assistance.

The Senior Companion Program. The Senior Companion Program has recently become a major Older Americans Volunteer Program, administered by ACTION. This program will provide volunteer opportunity, through part-time community service, for low-income people, age 60 and older. Senior companions will serve adults with special needs, especially older persons living in their own homes, in nursing homes, and in other institutions. The key effort of the Senior Companion Program is providing services to the elderly in their own homes in order to delay or prevent institutionalization. The Senior Companion Program will complement other community programs and will provide a means for communities, both rural and urban, to develop innovative ways to solve local social and economic problems of their older adults.

Retired Senior Volunteer Program. Retired Senior Volunteer Program (RSVP) provides volunteer opportunities for all older people who wish to serve. There are no income, health, or other limitations to participation. Persons who are blind, in wheelchairs, and even in nursing homes are participating. The only qualification needed is to be at least 60 years of age. Of the various volunteer programs under ACTION, the Retired Senior Volunteer Program has given community colleges the greatest opportunity to demonstrate the capability of organizing and operating volunteer programs for older Americans. Dawson College (Montana) operates RSVP in three widely separated communities, one of which consists of the Fort Peck Indian Reservation. Volunteers in the Rockland Community College (New York) program perform services at stations in the general hospital and the children's psychiatric hospital as well as at the college. At Belleville Area College (Illinois) volunteer stations are found at public schools, community service agencies, libraries, and at the college, among other locations, where volunteers perform diverse functions reflecting the interests and skills of the volunteers and the needs of the station. At least 26 community colleges in 15 states have organized senior volunteers and stations in their respective communities under the Retired Senior Volunteer Program, illustrating the potential that community colleges have in mobilizing volunteers into a significant community resource. A number of colleges not sponsoring the operation of an RSVP serve as stations where the services of senior

volunteers are utilized. Participation by other colleges is reflected through providing instruction that serves to enlighten people about the field of volunteer activity.

G. ORGANIZING SENIOR CITIZEN INTEREST GROUPS

In communities without effective senior citizen organizations, community colleges may assist local groups in establishing public organizations to serve as advocates for improvement of conditons of life for the elderly. For example, Monterey Peninsula College (California) was instrumental in establishing the Alliance on Aging, a nonprofit organization geared toward addressing the needs of the aging. The college sponsored meetings on the need for such an alliance and provided direction once the organization was established. The alliance now uses temporary office space on the campus for its activities.

Seminole Junior College (Florida) in cooperation with the Florida Council on Aging initiated a series of meetings to discuss the feasibility of establishing an advisory council that would be responsible for planning and coordinating efforts directed toward serving the community's elderly population. The meetings included representation from the board of county commissioners, the mayors from incorporated areas, and organized senior citizen groups. It resulted in the establishment of the Seminole Advisory Council on Aging. The board of trustees of the college appointed three staff members to represent the institution and to provide support services to the council. The advisory council is now active in developing plans to assist and guide senior citizens in program development for the community.

Similarly, Lakeland Community College (Ohio) helped organize the Senior Citizens Council of Lake County and is providing staff services for the organization. The council is responsible for developing programs to meet the needs of the elderly in Lake County.

Once public interest groups become self-sustaining, the college may find that its role will diminish and the organization may then be spun-off from coordination by the college. In other cases, administrators and faculty of a community college may assume positions of prominence in local and state senior citizen organizations to provide needed leadership.

In numerous cases, community college staff and faculty serve in leadership positions with local senior citizen organizations. Specifically, the dean of community education at Monterey Peninsula College (California) has served as president of the Alliance on Aging. The director of community services at Clinton Community College (New York) serves as the president of the county senior citizen organization; in addition, he serves on the board of a tri-county council on aging. The director of special services of the Dallas County Junior College District (Texas) headed a local task force to investigate senior citizen housing. An administrator at Lakeland Community College (Ohio) serves on a statewide task force on education for the elderly. The president of Clackamas Community College (Oregon) has served as chairman of the Clackamas County Council on Aging. Similarly, the executive dean at Community College of Allegheny County (Pennsylvania) serves on the board of the Allegheny County Area Agency on Aging.

These are only a few examples reflecting a civic commitment on the part of community college personnel to serve in catalytic positions to improve services and facilities for the elderly. Their influences on community planning and coordinating efforts are significant. Their personal services exemplify the range of involvements community college personnel assume in assisting local organizations to function effectively on behalf of senior citizens.

H. SUMMARY

This discussion of the potentialities for community colleges to assist communities in structuring their priorities and in organizing an effective system for addressing the needs of older persons is intended to suggest that the community colleges of the nation are in a strategic position to participate directly in matters of community organization. The examples of community leadership and organizational work are numerous. Certainly, every community college should *not* seek to become an area agency on aging, but it is within the realm of practicality for most community colleges to offer their expertise to communities to strengthen the organizational fabric of the total system to maximize senior involvement, the effectiveness of service delivery, and interaction among the generations.

VI
MEETING THE CHALLENGE

As a community college proceeds to expand its involvement in the total community network of services to address the needs of an aging population, certain measures should be initiated by the college. Among these are analyzing characteristics of the college, determining the nature of the aging population, analyzing the structure of the existing delivery system serving the aging, making an assessment of resources available, and determining the alternatives available to the college for program implementation. The precise details of these elements and the sequence in which they may be carried out will vary among community colleges.

A. ANALYZE CHARACTERISTICS OF THE COLLEGE

A number of questions must be answered regarding the college. These include:

Is an expanded role in aging consistent with the philosophy of the college?

Has the governing board of the college expressed interest in the needs of the elderly?

Is the college currently preparing manpower to work with the elderly?

What experience has the college had in working with the aging?

Are there service components that the college may expand or undertake without new resources?

Who on the staff and faculty has expressed interest or has had experience in working with the aging?

Is it possible for the college to reallocate resources to serve the needs of the elderly?

The answers to these questions will give the dimensions of the capability of the college.

B. DETERMINE NATURE OF AGING POPULATION

A feasibility study should include specific dimensions of the elderly population residing in the community served by the college. Information on the following items regarding the elderly in the community should be included in such a study:

- numbers by age,
- numbers by sex,
- numbers by ethnic group,
- percentage of total population,
- numbers by character of residence:
  - a. residing with family,
  - b. residing in isolation,
  - c. residing in institutions (by type of institution),
- numbers physically disabled,
- numbers by income group,
- numbers employed and unemployed,
- areas of high and low density,
- magnitude of needs (retirement information, nutrition, social services, cultural enrichment, transportation, basic education, day-care, etc.), and
- nature of manpower needed by community agencies working with the elderly.

If specific items are not available, the college should explore the interests of the various agencies in collaborating with the college in the collection and analysis of the data. In some communities, especially rural communities, the college may be the only agency or

institution with the capability of collecting and processing such data.

C. MATCH NEEDS WITH SERVICES

No two communities have identical needs profiles or systems for delivery of services to the aging. Analysis of the data on the elderly population is imperative to establishing the magnitude of the needs for manpower and services and the extent to which governmental agencies, volunteer organizations, and commercial enterprises meet these needs. Given the low priority that many communities have given the concerns of aging, a service system is likely non-existent, uncoordinated, or characterized by significant gaps in services.

Further, existing agencies and organizations often operate under the illusion that their services adequately reach all older persons with needs. A candid appraisal of needs, services required to meet the needs, and the services available will usually show critical gaps in kinds of services, adequacy of a particular service, accessibility of the services to a large number of older persons, and the quality of manpower to effectively perform services. An inventory of agencies performing services in each need category should be conducted. A search should be made to determine the extent to which such an assessment has been made by agencies in the community. If such an inventory has never been made or needs updating, the college should join with various agencies and organizations to accomplish this.

D. ESTABLISH LINKAGE WITH AREA AGENCY ON AGING

Area agencies on aging are being established to serve as planning and coordinating units to ensure adequate delivery of services to senior citizens. If such an agency exists in the community served by the college, the agency should be helpful in assisting the college in gathering information on needs of senior citizens, dimensions of manpower required, services required, services available, and gaps in the delivery system. State aging agencies are usually in a position to provide much of this information in the absence of an area agency on aging. Linkage with the area agency on aging is a criti-

cal element in the development or expansion of services pertaining to the aging. Representation on the advisory board of the area agency on aging should be sought by the interested community college.

E. ANALYZE AVAILABILITY OF RESOURCES

An analysis of the availability of resources is a critical component. Existing resources within the college, existing resources available from state community college and other education agencies, and existing resources in local agencies should be identified. Further, an analysis should be made of the Older Americans Comprehensive Services Amendments of 1973 and related program guidelines in order to understand the delivery system that is evolving and to identify possible sources of funds for such priorities as social services, nutritional services, planning services, manpower development, and volunteer programs, among others. Table 3 provides a listing of selected federal programs which may be helpful in the development of a comprehensive community college program. This will require a systematic pooling of resources from several sources including both public funds and private foundation support.

F. ASSESS SERVICES OF ASSOCIATIONS AND PRIVATE ORGANIZATIONS

Trade unions, professional associations, public interest groups, foundations, specialized aging organizations, and volunteer service organizations have interests in various aspects of aging and should be considered a source of information and other support. Among organizations that fall into this category are Adult Education Association, National Council on the Aging, Council on Social Work Education, Gerontological Society, American Society for Public Administration, American Association of Retired Persons, and National Council for Senior Citizens. A community college should assess the existence of local, state, or regional chapters of the various organizations to identify the extent of their interest in working with community colleges.

TABLE 3

SELECTED FEDERAL PROGRAMS APPLYING TO AGING

PROGRAM CATEGORY	FEDERAL ADMINISTRATION	STATE/LOCAL ADMINISTRATION	AUTHORITY LEGISLATION	DETAILS
Planning Services				
Planning and Coordination of Services	Administration on Aging	State Agency on Aging and Area Agency on Aging	Older Americans Comprehensive Services Amendments of 1973 (OACSA), Title III	Planning, survey of needs, and coordination of social services including information and referral, escort, recreation, outreach, homemaker, home chore, telephone reassurance, day-care, transportation, legal aid, and health programs
Employment of Elderly				
Manpower Services	Department of Labor	Local Prime Sponsor	Comprehensive Employment and Training Act of 1973 (CETA), Title I	Provides services to unemployed: guidance, referral, training, allowance to trainees, job development
Retraining for Public Service	Department of Labor	Local Prime Sponsor	CETA, Title II	Training and employment related to public service positions

TABLE 3 (continued)

SELECTED FEDERAL PROGRAMS APPLYING TO AGING

PROGRAM CATEGORY	FEDERAL ADMINISTRATION	STATE/LOCAL ADMINISTRATION	AUTHORITY LEGISLATION	DETAILS
Vocational Education	Office of Education	State Vocational Education Agency	Vocational Education Amendments of 1968, (VEA), Title I	Development of training programs in vocational education including upgrading of skills.
Employment Opportunities	Department of Labor	State Employment Service	OAOSA, Title IX	Part-time employment in community service for low income elderly.
Volunteer Programs for Elderly				
Senior Companion Program	ACTION		Domestic Volunteer Service Act of 1973 (DVSA), Title II	Engage low income elderly persons with limited compensation to give support services to adults with exceptional needs.
Retired Senior Volunteer Program	ACTION		DVSA, Title II	Development of volunteer programs to provide a wide variety of community volunteer service opportunities for the elderly.

TABLE 3 (continued)

SELECTED FEDERAL PROGRAMS APPLYING TO AGING

PROGRAM CATEGORY	FEDERAL ADMINISTRATION	STATE/LOCAL ADMINISTRATION	AUTHORITY LEGISLATION	DETAILS
Foster Grandparents Program	ACTION		DVSA, Title II	Programs of person-to-person contact between socially isolated elderly persons and children having special needs.
Service Corps of Retired Executives	ACTION Small Business Administration		DVSA, Title III	Retired executives of businesses, trade associations, and professions offer expertise to small businesses.
Nutritional Services				
Congregate Meals	Administration on Aging	State Agency on Aging and Area Agency on Aging	OACSA, Title VII	Serving of meals to groups of socially isolated elderly persons, including supportive services such as information and referral, escort, recreation, outreach, and transportation.

TABLE 3 (continued)

SELECTED FEDERAL PROGRAMS APPLYING TO AGING

PROGRAM CATEGORY	FEDERAL ADMINISTRATION	STATE/LOCAL ADMINISTRATION	AUTHORITY LEGISLATION	DETAILS
Nutrition Education	Administration on Aging	State Agency on Aging and Area Agency on Aging	OACSA, Title VII	Included in congregate meals programs as a supportive service.
Consumer Education	Office of Education	State Vocational Education Agency	VEA, Title I, Part F	Development of education programs for consumers.
Education of Elderly				
Educational Services including Continuing Education	Office of Education	State Post-Secondary Education Agency	Higher Education Act of 1965 (HEA), Title I, Part A	Support for community service and continuing education programs to meet the needs of the elderly such as retirement education.
Basic Educational Opportunity Grants	Office of Education	State Post-Secondary Education Agency	Education Amendments of 1972 (EA), Title IV, Part A	Scholarships for pursuit of educational objectives.
Cultural Enrichment	Administration on Aging	State Agency on Aging and Area Agency on Aging	OACSA, Title III	As part of coordinated service program for elderly.

TABLE 3 (continued)

SELECTED FEDERAL PROGRAMS APPLYING TO AGING

PROGRAM CATEGORY	FEDERAL ADMINISTRATION	STATE/LOCAL ADMINISTRATION	AUTHORITY/LEGISLATION	DETAILS
Consumer Guidance	Office of Education	State Vocational Education Agency	V.E.A. Title I, Part F	Development of curricula and educational programs for informing the public as to the role of consumers.
Training Personnel				
Paraprofessional and Professional Manpower Development	Department of Labor	Local Prime Sponsor	C.E.T.A. Title I	Comprehensive manpower development to meet community needs.
	U.S. Civil Service Commission	State Department of Personnel	Intergovernmental Personnel Act of 1970	Training of technical employees of state and local governments.
	Office of Education	State Vocational Education Agency	V.E.A. Title I, Parts B, D, I	Training of paraprofessional and technical manpower, including curriculum development.
	Office of Education	State Education Agency	Adult Education Act, Title III	Community service programs designed to assist

TABLE 3 (continued)

SELECTED FEDERAL PROGRAMS APPLYING TO AGING

PROGRAM CATEGORY	FEDERAL ADMINISTRATION	STATE/LOCAL ADMINISTRATION	AUTHORITY LEGISLATION	DETAILS
				in the solution of community problems.
Training of Senior Companions	ACTION		DVSA, Title II	Training of elderly poor to work as companions for other elderly.
Training of Service Personnel such as Homemakers, Nursing Home Aides, Nutrition Workers, Geriatric Aides, Day-Care Aides, Volunteers, and Aging Agency Personnel	Administration on Aging	State Agency on Aging and Area Agency on Aging	OACSA, Title IV	Training of personnel to strengthen delivery of services to the elderly.
Comprehensive Services				
Day-Care, Legal Aid, Consumer Protection, Medical Services, Senior Companion, Referral, Escort, Transportation, Recreation, and Outreach	Administration on Aging	State Agency on Aging and Area Agency on Aging	OACSA, Title III; Social Security Act, Title XIX	A comprehensive range of services may be provided to elderly under contract with state and/or area agencies on aging.

G. ESTABLISH LINKAGE WITH UNIVERSITIES

Universities operating centers for the study of gerontology are a valuable resource regarding research on aging and the needs of the elderly. Further, an interaction between such universities and community colleges may result in the development of a flow of persons to service the community college efforts in aging. Graduate students at such centers may assist community colleges in conducting studies of specific interest to community colleges through internships at the colleges. A number of university gerontology centers, such as Duke University, University of Michigan, University of Nebraska, University of Oregon, University of California, Syracuse University, and Pennsylvania State University have conducted conferences and workshops and have engaged in research of particular interest to community colleges. As community colleges expand their involvements in the field of aging, the list of universities serving the needs of community colleges may be expected to expand. Community colleges should take the initiative in making linkages with the universities to obtain the needed services and to influence the programming of services.

H. DEVELOP ADVISORY COUNCIL

Early in the process of planning a program, whether a comprehensive effort including manpower development, direct services, and community organization, or a single effort in one aspect of program implementation, an advisory council on aging programs should be established by the community college. The advisory council is perhaps the most effective vehicle for receiving input from interested public agencies and private groups in the community, maintaining linkages with key decision makers, and influencing the formation of community priorities. Adequate representation from the elderly—the consumers and benefactors of the programming—is essential. An effort should be made to develop an intergenerational mix in the membership of the council. Once established, the advisory council may be organized into committees to give specific attention to such matters as personnel training needs, direct services, staffing, resource development, and community relations. Such an approach to activating the advisory council is used by Atlantic Community College (New Jersey).

I. REVIEW ALTERNATIVES FOR PROGRAM IMPLEMENTATION

Many community college administrators and faculty assume that nothing can be done in the area of aging by their college without new funds. This position can be easily attacked. Much can be done within the existing operational framework of a community college without new funds and, in fact, without fiscal demands in many instances.

Expanding College Involvement Without Funds

A number of measures may be taken by community colleges to accommodate older Americans without placing immediate demands on funds. These may include action to:

—restate philosophy of the college to recognize senior citizens as a legitimate target population,

—introduce concepts of aging in general courses and liberal arts courses,

—activate student awareness of aging through content on aging and pertinent student projects in such courses as social science, English, biology, history, sociology, and economics,

—provide faculty and administration orientation to aging in routine staff development workshops and meetings, and

—integrate expanded content on aging and review needs of senior citizens through routine improvement of existing career and paraprofessional programs such as food service, mental health, recreational leadership, dental technology, nursing, business administration, law enforcement, social services, and human services.

Additionally, administrative action may be taken to:

—simplify registration procedures for senior citizens,

—provide special parking privileges for senior citizens, and

—liberalize tuition for senior citizens.

Basic services may be provided senior citizens and agencies that work with senior citizens through modification in existing programs offered by the college. A college may:

—utilize students enrolled in career programs to assist agencies through cooperative educational arrangements to provide expanded services to senior citizens,

—identify existing services provided by the college that could be of value and interest to the elderly, and

—integrate into existing curricula field projects that will provide services such as telephone surveillance, companionship, and escort services needed by isolated or handicapped elderly.

A community college is an ideal station for volunteers available through the senior volunteer programs being operated in the community. The college may:

—utilize older professionals, tradesmen, and businessmen to complement instructors in appropriate courses through existing senior volunteer programs,

—place foster grandparents in child day-care centers presently operated by the colleges, and

—reinforce guidance, counseling, and tutoring services by utilizing retired volunteers.

As noted earlier, organizational impetus in mobilizing community resources to address needs of the elderly is badly needed. Community colleges are often a major pool of sophisticated leadership in a community such as is the case with rural communities. College staff may:

—give leadership to civic and public organizations such as senior citizen clubs, councils on aging, and volunteer service organizations, and

—collaborate with public interest groups in influencing state legislation and the ordinances at city and county levels dealing with the needs of senior citizens.

Generally these efforts will not require funds. Only a commitment to review existing practices, course content, and faculty and staff development programs within the institution is required for many community colleges to have a significant impact locally.

Reallocation of Existing Funds. As a community college exhausts the above possibilities, fiscal priorities of the college may be redefined to include services to senior citizens. The costs of such

services may be covered by reallocating existing funds away from uses giving a low community benefit. Some of these possibilities are suggested.

Continuing education and community service funds are available to provide short courses, seminars, and off-campus programs for senior citizens. By reallocating such funds, retirement guidance may be provided through courses and information on:

—legal matters such as estates and wills,

—economic matters such as budgeting, insurance, pensions, welfare, and social security,

—nutritional matters such as diets, preparation of foods, and storage of foods,

—the aging process,

—housing matters, and

—health matters including diseases of aging, medicare, and medicaid.

Additionally, pre-retirement education to assist persons not yet of retirement age to engage in constructive planning for retirement may be offered by utilizing continuing education funds. Courses and activities purely for leisure, personal growth, and cultural enrichment may also be provided for elderly populations by shifting priorities.

Vocational education and vocational rehabilitation funds may be redirected to priorities consisting of training new persons and upgrading persons already employed in positions working with the elderly. Such programming may be accomplished by:

—adding options to existing career programs,

—redesigning curriculum in human services to include content and skills related to work with the aging,

—offering specific service-rendering skill courses in gerontology,

—upgrading senior center staff, nursing home staff, hospital staff, and other personnel,

—training senior citizens needing new marketable skills, and

—expanding existing employment placement services to include senior citizens desirous of work.

Library funds may be reallocated to provide services meeting the interests of older persons.

Student personnel funds may be reallocated to expand services in:

—counseling and guidance for seniors,

—recreational activities for older people, and

—reorganizing student lounges to accommodate senior citizens.

Assessment surveys conducted by community colleges on a routine basis to ascertain dimensions of the community to be served should include components pertaining to the older population in the community.

Programs Requiring New Funds. Obviously, a community college may establish a comprehensive operation to service senior citizens without new funds, as suggested in the foregoing. New funds will usually be required to undertake certain other activities. Among these may be

—establishing a comprehensive senior citizen service center,

—providing special transportation for isolated seniors,

—establishing a day-care center for senior citizens needing occasional day-care but who should not be institutionalized,

—providing meals on wheels or congregate meals programs,

—establishing and operating an area agency on aging,

—operating volunteer programs such as the Retired Senior Volunteer Program, the Foster Grandparent Program, and the Senior Companion Program,

—training special categories of paraprofessionals, service-rendering workers, and volunteers, and

—supporting services to agencies such as an area agency on aging, family service agency, or social security agency.

Generally speaking, a community college desiring to expand its operations into these areas will need to search for new funds. Often contractual arrangements may be developed with local and state agencies to provide specific services not within the existing fiscal resources of the college but which otherwise are consistent with

the commitment of the college to serve its community's human service and developmental needs.

J. SUMMARY

This chapter has outlined suggestions that interested community colleges may find useful in developing a plan of action to address the needs of the elderly. Obviously each community college will need to adapt these suggestions to local circumstances. In some cases, the plan will concentrate on an initial involvement of the college resources, and, in other cases, the plan will represent an expansion of existing services. As a college moves forward with its plan of action, the earlier chapters should be consulted on specific details of program development.

The options are many for community colleges. Some of the options may be pursued without funds; some require a reallocation of existing funds; and some require new funds. Many of the options may be pursued by internal action; others will require collaboration with other community institutions and agencies. In some cases, the role of the college may be one of catalyst; and, in other cases, the college may provide support services to other agencies. Within the range of options, every community college in the nation should be able to find a way to make a contribution to an improvement in the quality of life for older persons.

APPENDIX A

Associate Degree in Gerontology, Crafton Hills College (California)

First Semester - Fall	Credit Hours
Sociology I - Introductory	3
Community Social Services 30 - Introductory to Social Service	3
Community Social Services 32 - Planning for the Later Years	2
Community Social Services 34 - Social Gerontology I	2
Community Social Services 42 - Working with Older Persons in Institutions	3
Human Relations 51 - Field Work	2
	15

Second Semester - Spring	
Community Social Services 35 - Social Gerontology II	2
Community Social Services 8 - Ethnic Relations	3
English 1A - Freshman Composition and Literature	3
Psychology 1A - General Psychology	3
Community Social Services 33 - Group Dynamics	3
Human Relations 52 - Field Work	2
	16

Third Semester - Fall	
Health Education 1	2
Community Social Services 3 - Psychology of Personality	3
Recreation - Recreation for the Physically Handicapped	3
Humanities Requirement	3
Finance 50 - Personal Finance	3
Human Relations 53 - Field Work	2
	16

FOURTH SEMESTER - SPRING

Community Social Services 98 - Directed Field Practice	3
Community Social Services 37 - Problems and Issues in the Helping Services	2
Community Social Services 38 - Older Adults and Political Power	2
Psychology 32 - Interviewing and Counseling Techniques	3
Recreation 8 - Recreation for Special Groups	3
Natural Science Requirement	3
	16
Total	63

APPENDIX B

In-service Certificate Program in Long-Term Care Administration, College of DuPage (Illinois)

LTCA 140 Introduction to Long-Term Care (5 credit hours; 55 classroom hours). Administration of long-term care facilities emphasizing functions of members of the health community. Medical, social, and health care agencies whose responsibilities include service to the long-term care field. Insurance administration; use of consultative services, especially the physician's; ethics of nursing; and other patient services and medical terminology.

LTCA 151 Nursing Home Administrative Practice (5 credit hours; 55 classroom hours). Ecology and economics of nursing home administration. Practical introduction to personnel management, community relations, and in-service training and development programs for nursing home personnel.

LTCA 152 Nursing Home Administrative Practice (5 credit hours; 55 classroom hours). Financial management of long-term care facilities, general accounting principles for small businesses, purchasing, supply, and

salary administration, building planning and maintenance.

LTCA 161 Long-Term Care of the Aged and Chronically Ill Patient (3 credit hours; 33 classroom hours). Physical, psychological, and sociological factors as related to the aged and chronically ill person.

LTCA 162 Long-Term Care of the Aged and Chronically Ill Patient (3 credit hours; 33 classroom hours). Further survey of the physical, psychological, and sociological factors as related to the aged and chronically ill person.

LTCA 210 Practicum in Long-Term Care Administration (3 credit hours; 33 classroom hours). Development of personnel, communications, and understanding of the processes of aging. Current issues and relationship to the administrator's nursing home situation.

APPENDIX C

Associate Degree in Long-Term Care Administration, College of DuPage (Illinois)

First Quarter	Credit Hours
English 101	3
Sociology 100	5
Accounting 101	4
Introduction to Long-Term Care Administration 140	5
	17

Second Quarter	
English 102	3
Introduction to Business 100	5
Accounting 102	4
Nursing Home Administrative Practice 151	5
	17

THIRD QUARTER

English 103	3
Personnel Management 240	5
Accounting 103	4
Nursing Home Administrative Practice 152	5
	17

FOURTH QUARTER

Psychology 100	5
Biomedical Terminology 110	3
Business Law I 211	5
Long-Term Care of Aged I 161	3
	16

FIFTH QUARTER

Political Science 202	5
Business Law II 212	5
Small Business Management 221	3
Long-Term Care of Aged II 162	3
	16

SIXTH QUARTER

Practicum in Long-Term Care of Aged 210	3
Internship in Long-Term Care of Aged	Varies

APPENDIX D

Associate Degree in Health Care Supervision, Tulsa Junior College (Oklahoma)

FIRST YEAR		CREDIT HOURS
FALL SEMESTER		
BUS	1053 - Introduction to Business	3
ENG	1313 - Applied Composition & Speech I	3
MS	1313 - Medical Terminology	3
NUR	1313 - Orientation to Health Care	3
PSY	1113 - General Psychology	3
		15

SPRING SEMESTER

BUS	2363 - Supervisory Management	3
CSC	1313 - Introduction to Data Processing	3
ENG	1323 - Applied Composition & Speech II	3
HC	1313 - Health Care Supervision I	3
HC	1323 - Introduction to Gerontology	3
		15

SUMMER

Employment in a health care facility is suggested.

SECOND YEAR

FALL SEMESTER

ACC	1013 - Principles of Accounting I	3
BUS	2313 - Business Law I	3
HC	2313 - Health Care Supervision II	3
HC	2322 - Health Care Field Application I	3
SSC	1313 - Historical and Contemporary American Society I	3
		15

SPRING SEMESTER

AAC	1023 - Principles of Accounting II	3
HC	2333 - Health Care Supervision III	3
HC	2342 - Health Care Field Application II	3
SOC	1113 - Introduction to Sociology	3
SSC	1323 - Historical and Contemporary American Society II	3
		15

APPENDIX E

Associate Degree in Mental Health (Geriatric Specialty), Henderson County Junior College (Texas)

FIRST SEMESTER	CREDIT HOURS
Mental Health Worker 111	1
General Psychology 213	3
English Grammar and Composition 113	3
Supervised Therapeutist Practicum 112	2
	9

SECOND SEMESTER

General Biology 124	4
Introduction to Sociology 213	3
English Grammar and Composition 123	3
Supervised Therapeutist Practicum 122	2
	12

THIRD SEMESTER (SUMMER)

Psychiatric Problems 123	3
Human Development 113	3
Pharmacology for Mental Health Workers	3
	9

FOURTH SEMESTER

Social Problems 223	3
Federal Government 213	3
Community Mental Health 213	3
Supervised Therapeutist Practicum 212	2
	11

FIFTH SEMESTER

State Government 223	3
Biology 214	4
Activities and Materials for Aging 214	4
Supervised Therapeutist Practicum 222	2
	13

SIXTH SEMESTER (SUMMER)

Individual Studies of Aging 243	3
Psychotherapies 233	3
	6

APPENDIX F

Homemaker-Home Health Aide Course Outline*

Unit Material	Hours
I. Orientation and Evaluation	9
A. Philosophy and History	
B. Policies and Procedures	
C. Work Simplification	
D. Homemaker Experiences	
E. Evaluation and Films	
II. Family Life	12
A. Nutrition	
B. Sewing and Mending	
C. Marketing	
D. Shopping (Tour to Supermarket)	
E. Children and Youth	
F. Family Relations	
G. Teenager Relations	
H. Child Care	
I. Diets	
III. Community Resources	10
A. Red Cross	
B. Welfare	
C. Vocational Classes	
D. Special Education	
E. Cancer and Arthritis Association	
F. Extension Office and 4-H	
G. Speech Therapist	
H. City and County Health Department	
I. Tour to Day-Care and Nursery School	
IV. Health Education	19
A. Social Services	
B. Home Nursing Practices	

*Source: Sister Malachy Stockemer, "Model Project of Catholic Social Service Home Health Aide" (mimeographed paper prepared for the Kansas Extension Homemaker Council Citizenship Committee Workshop, April 19, 1972), pp. 1-2. This project was adapted to local communities through coordination of junior college continuing education unit material. Garden City Community Junior College, Garden City, Kansas, cooperates with the Catholic Social Service in offering this Homemaker-Home Health Aide course to community residents.

C. Physical Therapy
D. Occupational Therapy
E. Mental Health
F. First Aid
G. Safety
H. Drug and Narcotic Education
I. Diabetic Care

V. Aging — 6
A. Golden Age Information
B. Retirement Facilities
C. Foods for Aging
D. Films and Tours to Nursing Care Homes

VI. Professional Development — 4
A. Leisure Time Activities
B. Spiritual Aspects of Service
C. Professional Practices
D. Certification

Total — 60

APPENDIX G

Senior Citizen Activity Assisting Certificate Program, Community College of Denver (Colorado)*

First Quarter	Credit Hours
SR 100 Introduction to Geriatrics	3
RL 100 Introduction to Recreational Activity	3
B 130 Basic Health Science	4
PM 107 Psychology of Personal Development	3
SR 105 A.B.L. Laboratory	3
	16
Second Quarter	
PE 101 First Aid	1
SO 11 Introduction to Sociology	3
RL 141 Arts and Crafts	3
SR 110 Institutional Organization	3
SR 297 Cooperative Work Experience	6
	16
Third Quarter	
SR 112 Activities for Senior Citizens	3
RL 201 Group Leadership	3
SW 100 Introduction to Social Work	3
SR 297 Cooperative Work Experiences	6
	15

*Nine-Month Program

APPENDIX H

Aging Services: Economic Needs (A Suggested Course Outline)

I. Retirement Guidance

- A. Ways of measuring economic resources for retirement
- B. Economic resources available in retirement
  1. Pensions: contributory, non-contributory
  2. Lump sum payments
  3. Non-work related: life insurance, private pension plans, stock, income from children, etc.
- C. Use of resources to supplement income
  1. Choice of home: community resources available, heating, transportation, and other costs
  2. Use of community resources: discount cards, clothes exchanges, food stamps, Medicare, rent, and tax relief

II. Budgeting Practices

- A. Need to budget: effect of changing life style on income and consumption patterns
- B. Methods of developing budgets to satisfy individuals

III. Effect of Taxes upon Older American

- A. Overview
- B. Property tax problems of the elderly
- C. Special provisions of tax laws favoring elderly Americans
  1. Income tax (state and federal)
  2. Property tax (real estate and personal)

IV. State and Federal Programs Designed to Supplement or Provide Income

- A. The programs, their provisions, eligibility requirements, application procedures, and rights of elderly clients
  1. Social Security
  2. Old Age Assistance
  3. Old Age Survivor and Disability Insurance
  4. Food Stamps
  5. Commodity Distribution/Food Surplus
- B. Structure of agencies administering programs

V. State and Federal Programs Providing Funds for Health Care

- A. The programs, their provisions, eligibility, application procedures, administering agency, and rights of elderly clients

1. Medicare
2. Medicaid

B. Structure of agencies administering programs

VI. State and Federal Programs Providing Housing Loans/Assistance to the Elderly

A. The programs, their provisions, eligibility requirements, application procedures, and rights of elderly clients
1. Rehabilitation Loans (Housing)
2. Rural Home Loans
3. Renewal Assistance
4. Public Housing

B. Structure of agencies administering programs

APPENDIX I

Aging Services: Recurrent Personal Needs (A Suggested Course Outline)

I. Consumer Affairs

A. Reasons for special attention
1. Inadequate income
2. Physical disabilities
3. Low education level
4. Transportation difficulties restricting shopping availability
5. Products not oriented toward elderly consumer: labeling print small, package size large

B. Means of overcoming difficulties
1. Consumer education
2. Transportation

C. Fraudulent business practices and quackery schemes
1. Repair swindles
2. Chain referral selling
3. Franchising
4. Bank examiner swindle
5. Dance studio
6. Loneliness clubs
7. Model home swindle
8. Securities schemes
9. Real estate schemes
10. Pigeon-drop swindle

11. Pre-need burial service
12. Medical quackery
13. Health quackery (food, tonics, potions, etc.)

D. Services to aid the elderly consumer
1. Listing of consumer advocates
2. Education on procedures for filing and following through on complaints
3. Listing of special educational programs offered

II. Transportation

A. Reasons for concern
1. Physical obstacles
2. Economic obstacles
3. Inaccessibility, both geographical and time

B. Effect of transportation on other aspects of existence

C. Services available in community
1. Public, special programs, private, volunteers
2. Schedules
3. Economic aids

D. Review of alternatives

III. Housing

A. Specific housing problems
1. Accessibility to services
2. Deteriorating dwellings
3. Loss of physical mobility

B. Alternatives
1. Own home
2. With family
3. Boarding homes
4. Group homes
5. Retirement communities
6. Housing units designed for elderly
7. Housing combined with supportive services to allow independent living

C. Advantages and disadvantages of various alternatives
1. Importance of independent living
2. Problems of home ownership
3. Age segregation or integration
4. Economic differences
5. Services available

D. Factors to consider in choosing a home for retirement
   1. Structural
   2. Security
   3. Geographical
   4. Social

IV. Nutrition

A. Nutritional profile

B. Factors involved in nutritional problems: physical, social, and economic

C. Dietary needs for various medical conditions

D. Public and private programs offering assistance: names and addresses of agencies or programs, eligibility requirements, and application procedures
   1. Meals on Wheels
   2. Homemaker services
   3. Food stamps/food surplus
   4. Cooperative Extension Nutrition Aide program

V. Leisure Time

A. Adjustments to retirement
   1. Problems involved
   2. Advantages, disadvantages
   3. Importance of meaningful use of time

B. Social and Recreational Activities
   1. Community resources available
   2. List of social groups geared to the senior citizen

C. Educational resources
   1. List of community groups offering educational programs, including costs involved
   2. Types of educational programs needed: pre- and post-retirement education, informational programs, intrinsic "Pursuit of Knowledge" programs, and basic, continuing or vocational education

D. Volunteerism
   1. Need for meaningful volunteer experiences
   2. Opportunities for senior citizens
   3. Community coordination of volunteer programs

E. Employment
   1. Available employment services
   2. Application procedures for employment services
   3. Opportunities available
   4. Training opportunities available
F. Social relationships
   1. Changing relationship with family
   2. Need for developing new friendships
   3. Sexuality as an aspect of social relationships
   4. Relationships across generational lines

VI. Mental Health

A. Causes of problems: changes in physical, social, and economic situation
B. Preventive approaches to problems
C. Treatment
   1. Difficulty in recognizing the problem
   2. Availability of and need for geriatric facilities and practitioners

VII. Legal Aid

A. Legal problems
   1. Wills and estate planning
   2. Pension-related
   3. Insurance-related
   4. Property-related: when entering a dependent situation
   5. Discrimination in job, housing, or services
   6. Consumer difficulties
   7. Filing complaints as a crime victim
B. Sources of legal assistance
   1. Private
   2. Public

APPENDIX J

Aging Services: Health Care Needs (A Suggested Course Outline)

I. Normal Physiological Changes in Aging Persons

A. Sensory
B. Physical appearance
C. Digestive
D. Energy

II. Abnormal Health

A. Common degenerative diseases
   1. Diabetic
   2. Cardiovascular
   3. Rheumatic/arthritic
   4. Emphysema

B. Symptoms and treatment of degenerative diseases

III. First Aid for Afflictions Common to Aging

A. Diabetic coma (lack of sugar)

B. Cardiovascular incident

C. Cerebrovascular accident

D. Broken bones

IV. Health Maintenance

A. Importance of mental activity in preventing health decline

B. Importance of good health maintenance
   1. Regular medical checkups
   2. Recognition of disease symptoms

C. Availability of physicians, hospitals, and clinics

D. Difficulties in obtaining good health care
   1. Attitudes of doctors toward chronic problems
   2. Attributing ailments to "old age"
   3. Refusal of doctors to accept Medicare patients

V. Preventing Institutionalization

A. Supportive services available to enable independent living
   1. Home help services: homemakers, outreach aides, dietary aides, visiting nurses, food service, and escort transportation service
   2. Adult day centers
   3. Daily contact services: Telecare, Friendly Visitors

B. Illness
   1. Effect of illness on elderly person and his family
   2. Methods of helping elderly person and family overcome difficulties imposed by illness

C. Special needs of the incapacitated elderly person who remains at home

1. Assistance with personal care tasks: bath, grooming
2. Assistance with comfort and protection: getting in and out of bed
3. Assistance with special tasks: medication, elimination
4. Assistance in activity and diversion: walking, braces, handwork
5. Assistance with household tasks: bed-making, dish-washing
6. Assistance in obtaining a safe environment: eliminating hazards
7. Assistance in organizing and managing the home: buying food, telephoning

APPENDIX K

Techniques of Working With Elderly People (A Suggested Course Outline)

I. Introduction to the Concept of Advocacy

A. Necessity for advocacy
B. Components of advocacy

II. The Client - Advocate Relationship

A. Establishment of a solid client-advocate relationship
B. Expectations of the client and the advocate about each other

III. Negotiation of the Governmental System

A. Knowledge needed by the advocate about local, state, and federal agencies
B. Methods of negotiating with agencies

IV. Importance of Follow-Up Efforts in an Advocacy Situation

A. Client's reaction to solution
B. Ways of improving the problem-solving method

V. Advocacy Functions in Dealing with Local, State, and Federal Agencies

A. Determination of target agencies for specific needs of the elderly
B. Determination of a strategy for greatest impact

C. Determination of client eligibility/ineligibility under federal and state programs
D. Representation of the client with the agency
E. Representation of the client in legal hearings, appeal processes, etc., if necessary

VI. Mobilizing the Elderly into Self-Help Groups

A. The importance and advantage of group efforts in obtaining political power
B. Methods of organizing and stimulating group action
C. Utilization of the group to prepare the elderly citizen for being his own advocate, where necessary or useful

APPENDIX L

Aging In Contemporary Society (A Suggested Outline)*

Unit I. Introduction: Background and Definition of Gerontology—Social and Psychological Concepts

A. Concept of gerontology
B. Demographic data
C. Trends

Unit II. Cultural Determinants of Aging

A. Established and accepted criteria of "old age"
B. Effect of physical environment upon the aging process
C. Nutritional considerations
D. Social, economic, and political structure

Unit III. Biological and Physiological Aspects of Aging

A. Theories of aging
B. Determinants of aging
C. The epidemiology of aging

*Based on Ann Hudis, "The Effectiveness of a Course in Gerontology on Community College Students," (Unpublished Dissertation, Columbia University, 1972, pp. 23-65).

Unit IV. Adaptability of Special Senses and Perception

A. Vision
B. Audition
C. Taste
D. Olfaction
E. Touch

Unit V. Mental Health Aspects of Aging

A. Myths about mental illness and aging
B. Emotional needs of the older person
C. Causes of mental illness among the elderly

Unit VI. Family Relationships

A. The role of the family
B. Societal changes affecting older persons
C. Impact on life-style of the elderly

Unit VII. The Economics of Aging

A. Social Security
B. Private pension plans and other retirement income
C. Impact of inflation and purchasing power
D. Proposed improvements
E. Legislation - implications for policy

Unit VIII. Housing

A. Independent housing
B. Living with family
C. Foster homes or boarding houses
D. Congregate care facilities

Unit IX. Employment and Retirement

A. Functions at work
B. Trends in the labor market
C. Retirement as an institutionalized way of life
D. Planning for retirement

Unit X. Recreation and the Uses of Leisure

A. Alternative uses of leisure
B. Expectations for older people
C. Programs: RSVP, VISTA, Foster Grandparents, etc.

Unit XI. Institutionalization

A. Alternatives to institutionalization
B. Characteristics of institutional care
C. Growth of special facilities

Unit XII. Analysis of Community Resources

A. Basic services
B. Adjustment and interactive services
C. Supportive services
D. Congregate and shelter care services
E. Protective services

Unit XIII. Dying and Death

A. Degenerative diseases
B. Concepts regarding death
C. Medical technology

Unit XIV. Class Presentations

The purpose of this unit and of the following unit is to allow students to exchange ideas and also to become aware of the wide variety of topics of interest to students.

Unit XV. Class Presentations Continued

Unit XVI. Final Examinations

APPENDIX M

Perspectives In Aging (A Suggested Course Outline For An Introductory Course In Gerontology)

I. The Elderly as a Population Group

A. Demographic profile
B. The role of the elderly in society/general societal image of the elderly; role of elderly in American society as compared to other societies
C. Relationship of the elderly to family
D. Similarities/differences of this population group when compared to other population groups

II. *The Processes of Aging: Effect upon the Rendering of Services*

A. Biological/physiological
   1. Theories of aging
   2. Comparative aging—comparison of younger adults with older adults; comparison of aging in various life forms
   3. The normal senescent process
   4. The abnormal senescent process—complicating factors
   5. Prevention, retardation, and reversal of senescent changes
   6. Health problems and medical care for the aged

B. Psychological/emotional
   1. The human development process
   2. Self-awareness of aging and adaptation to the problems of aging
   3. Cognitive functionings (i.e. intelligence, memory, learning ability, sensory behavior, and perception)
   4. Emotional problems caused by the aging process
   5. Theories of disengagement and withdrawal

C. Sociological effects of retirement
   1. Changes in life-style (i.e. income, etc.)
   2. Isolation from mainstream of community life, etc.

III. *The Needs of the Elderly*

A. General needs (economic, health, nutrition, housing, legal, transportation, consumer, social/recreational/educational, political, and spiritual)

B. Specific needs (economic, health, nutrition, housing, etc.)

C. Cultural/social needs of aged minorities (blacks, Spanish speaking, etc.)

D. Needs of the rural, urban, and poor elderly

IV. *Legislation to Assist in Meeting the Needs of the Elderly*

A. Older Americans Act of 1965—provisions and method of implementation

B. Older Americans Comprehensive Services Amendments of 1973—provisions and strengths

V. *Community Resources Available to Meet the Needs of the Elderly*

VI. Interest Groups that Represent the Elderly

VII. Institutionalization

A. Myths about the elderly and institutions
B. Importance of non-institutionalized living arrangements for the elderly
C. General services available to help the elderly remain at home
D. Determination of need for institutionalization
E. Available institutional alternatives (intensive care facility, extended care facility, nursing rest home, etc.)
   1. Institutions available in the community
   2. Criteria for judging the institutions
   3. Location of institution
   4. Fees, method of payment, etc.
F. Legal rights of the elderly patient
   1. Legal recourse to institutionalization
   2. Legal rights of the elderly patient concerning treatment while institutionalized

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